REPORT

ON

PUBLIC INSTRUCTION

IN

LOWER BURMA

FOR

THE YEAR 1889-90.

RANGOON:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA.

1890.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION

IN

LOWER BURMA

For the year 1889-90.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 76E., dated the 19th September 1890.

READ—

The Report on Public Instruction in Lower Burma for the year 1889-90.

RESOLUTION.—The number of schools in Lower Burma increased during the year under review from 5,679 to 6,066, and the number of pupils from 121,672 to 129,007. The numbers of pupils for the past nine years have been as follows :

Year.	Number of pupils.
1881-82	88,950
1882-83	107,087
1883-84	131,821
1884-85	142,999
1885-86	158,932
1886-87	115,462
1887-88	117,341
1888-89	121,672
1889-90	129,007

The increase in pupils is noticeable in institutions of all classes except in the one college in the province, where the attendance has slightly fallen, and in public girls' schools, which have decreased from 75 to 67, and where the number of pupils has fallen from 3,822 to 3,474. The Director believes that the girls who formerly attended the schools which have been closed now go to the mixed schools, where they receive better instruction. If this is so, the decrease in the number of girls' schools is not a subject for regret. The number of Anglo-Vernacular middle schools has fallen on account of the closing of those at Toungoo and Gyobingauk. Two Vernacular middle schools, two Anglo-Vernacular primary schools, and three Vernacular primary girls' schools, maintained by Municipal or Town Committees, were also closed during the year. The statistics of pupils, classified according to the standard of instruction imparted, show an increase of 5,019, or about 16 per cent., in the number of pupils in the lower primary stage who are not reading printed books, and a decrease of 1,333, or about 2 per cent., in the number in the same stage who are reading printed books. The total number of pupils in the lower primary stage has risen from 82,351 to 86,040. In the middle stage the number has increased by 308, or about 17 per cent., while the numbers in the remaining stages have slightly decreased.

2. *Financial.*—The total direct expenditure on public instruction during the year amounted to Rs. 6,34,056 and the indirect expenditure to Rs. 2,23,745, the corresponding figures for the preceding year being Rs. 6,30,704 and Rs. 2,10,671. The direct expenditure on secondary schools diminished by Rs. 12,052, while that on primary and special schools increased by Rs. 5,171 and Rs. 10,046 respectively. The increase in the cost of special education is made up of additional salary-grants paid to teachers, the cost of tools, &c., for St. Peter's Industrial School at Bassein, and expenditure on the Survey School at Henzada. The variations in the direct expenditure on secondary and primary schools are in accordance with the variations in the numbers of these institutions, but the increase in the cost of primary schools amounts only to about 3 per cent., while the number of schools has increased by about 7 per cent. The grants earned by indigenous schools increased in the year under report. As regards indirect expenditure on public instruction the cost of direction has increased by Rs. 3,834, and that of inspection by Rs. 15,569; the expenditure on building increased by Rs. 7,968, and payments of special grants for furniture, &c., by Rs. 3,322. The increased cost of direction and inspection is due to the fact that in the preceding year the Directorship and the Inspectors' appointments were held by officiating incumbents. No new appointments were sanctioned during the year under report. The increased expenditure on buildings is reported to be due to the addition of a wing to the Insein Workshop Apprentices' school and the construction of a swimming bath at a cost of Rs. 7,000 at the Rangoon College. The payments on account of scholarships have fallen from Rs. 33,340 to Rs. 26,517 and the expenditure under the head "Miscellaneous" from Rs. 66,384 to Rs. 55,588. The average cost of educating pupils in middle and primary schools has remained almost unchanged; but the reduction in the numbers of collegiate students has raised the average cost of their education from Rs. 1,354 to Rs. 1,869. It is difficult to justify this expenditure. The average cost in schools imparting special instruction has also risen very considerably. The most satisfactory feature of the financial statistics of the year is the continued increase in the amount of fees paid both in private and in public schools.

3. *University Education.*—The success obtained at the Calcutta University examinations by the pupils of the Rangoon College is again satisfactory. Six candidates out of 10 passed the F. A. and both the candidates who presented themselves for the B. A. examination were successful. But, although the results attained by the few University candidates who presented themselves were satisfactory and even brilliant, the Chief Commissioner is concerned to find that the number of pupils on the rolls of the college again decreased. It is clear that, even with the aid of scholarships, no more than a score or two of students can be induced to undergo a course of University training. At the present time every student in the College is in receipt of a scholarship. The ill-success of the attempts to introduce higher education into Burma is due mainly no doubt to the lowness of the standard required for clerical employment in Government and mercantile offices. A pupil who has obtained a certificate of having passed the Upper Primary examination can with little trouble secure a clerkship on from Rs. 50 to Rs. 100 a month. The Chief Commissioner does not believe that the Educational Syndicate have in any way neglected the cause

of higher education. Whatever efforts the Syndicate may make it is almost impossible for them to fill their College so long as University training is entirely unnecessary for success in life. During the year under report the Educational Syndicate submitted proposals to the effect that persons who have passed a University examination should be appointed to Myoôkships without further examination, that the competitive examination itself should be made more difficult, and that the standard of qualification for employment as a Government clerk should be raised from the Upper Primary to the Middle school standard. The matter is still under consideration. The Chief Commissioner is prepared to adopt measures for raising the standard of education required as a qualification for the public service. It will not be possible to lay down an absolute rule in the case of Myoôkships as other considerations must be taken into account. The Chief Commissioner will be glad if the Syndicate can adopt the suggestion of the Director for facilitating the entrance of boys from district high schools into the Rangoon College.

4. *Secondary Education.*—The number of high schools remained the same as in the preceding year and the attendance slightly increased. There are two Government schools, three maintained from Municipal funds and three others. The results obtained at the Entrance examination somewhat improved. Sixty-six candidates were presented of whom 23 passed, the corresponding numbers in the preceding year being respectively 55 and 15. The Director remarks that this improvement cannot be regarded as a sign of decided progress and attributes the poverty of the results obtained to the want of proper organization in the Entrance classes and the low standard of the Middle School examinations. While attaching due weight to the Director's views, the Chief Commissioner is of opinion that these causes do not account fully for the want of success in the Entrance examination, and that the real reason is to be found in the general indifference to higher education which has been noticed above. Since the close of the year the Entrance course has been divided into two stages of a year each. There was but little change in the number of middle schools and of pupils receiving middle class instruction, but the number of passes obtained fell off in a very remarkable degree. In the year 1888-89, 1,043 candidates were presented of whom 316, or about 30 per cent., passed, whereas in the year under report out of 948 candidates only 92, or about 10 per cent., were successful. The Director attributes this decrease partly to the fact that the examination was somewhat harder, but chiefly to the defective organization of the classes. It is contended that the knowledge acquired by pupils was of so superficial a character that the raising of the standard of examination even in a slight degree was bound to result in widespread failure. After the results of the Middle School examination had been published the Educational Syndicate again examined the papers and the marks obtained by the candidates, and finally decided that it would be equitable to grant grace marks to certain pupils, who appeared to have suffered unduly by the raising of the standard. These measures resulted in the passing of 56 candidates only who had failed in the original allotment of marks. It cannot be contended therefore that the raising of the standard was the sole or even the chief cause of the failure. It is to be hoped that the lesson will not be thrown away either on teachers or pupils. The Chief

Commissioner has read with regret the Director's remarks regarding the inefficient middle schools maintained by certain Municipal Committees. It may be laid down as a general rule applicable to every locality that no expenditure should be incurred on secondary education until primary education has been established on a satisfactory footing and until a sufficient income from the fees paid by middle school pupils is assured. It is most inadvisable that Municipal Committees who need every rupee of their income should spend money on middle schools for which no real demand exists and in which suitable fees are not levied. The question of fees in Municipal schools was considered by the Chief Commissioner during the year, and orders have lately been issued to the effect that a monthly fee of at least Re. 1 shall be levied in all Municipal Anglo-Vernacular schools. The power of raising the standard of such schools was at the same time withdrawn from Municipal authorities and conferred exclusively on the Director of Public Instruction.

5. *Primary Education.*—The number of schools coming under the operation of the Grant-in-aid Rules fell during the year from 79 to 70 and the attendance at these schools from 8,036 to 7,127. The number of passes obtained at the Upper Primary examination rose from 408 to 588 and at the Lower Primary examination from 616 to 744. Of this increase in the number of passes obtained 183 are credited to schools in Pegu and 101 to schools in Tenasserim. Indigenous schools in the year under report numbered 3,009 with an attendance of 84,030, and gained 988 Upper Primary and 2,720 Lower Primary passes, the corresponding figures in the preceding year being 2,806, 79,770, 910, and 2,713 respectively. The improvement is most marked in the Karen schools, which in nearly all districts have been thoroughly successful. Many of the schools which have been added to the register are schools which were struck off in the preceding year for inefficiency. The Director's report contains some interesting remarks on the system under which aid is given to indigenous schools. The Chief Commissioner learns with satisfaction that the salary-grant system is working well and that applications for half salary-grants and temporary salary-grants are freely made. The teacher's certificate system is also proving successful. Burmese indigenous schools have increased in number, have been more largely attended, and have earned larger grants, but the number of passes has diminished. In Arakan and Tenasserim indigenous education has improved in every way; in the Irrawaddy division the number of passes obtained shows a falling off; and in Pegu, while the grants earned have increased, the numbers of schools, of pupils, and of passes have all diminished. In Rangoon town the attendance has fallen by about 16 per cent. and the number of passes by about 22 per cent. This apparent deterioration is said to be due partly to the removal of inefficient schools from the departmental registers. In Hanthawaddy also the results are not creditable to the Deputy Inspector of Schools. In Tavoy the number of schools has increased, but the results obtained in them are far from good. The Chief Commissioner fully concurs in the Director's opinion that the Municipal Committee should refuse to aid schools in which suitable fees are not levied. The expenditure of the Tavoy Committee on education has for long been disproportionate to its revenues, and it is very undesirable that nearly the whole cost of instruction should be borne by Municipal funds and practically

none of it by the public. The Commissioner of Tenasserim is requested to take steps for the remedy of the evils reported. The Committee would do well to make it a rule that all schools which desire aid from Municipal funds must levy a fee of at least 8 annas a month from each pupil. Viewed as a whole primary education in Burma is in a flourishing condition and sound progress was made during the year.

6. *Special Schools.*—The results obtained by the normal schools and classes in the year under report are disappointing. There is a normal school for boys at Akyab, a normal class for girls at Rangoon, and at Moulmein a class for each sex. The number of pupils fell from 107 to 74 and only seven pupils succeeded in the annual School-management examination against 41 pupils in the preceding year. The failure was most conspicuous in the Moulmein normal school. In the preceding year this institution had 36 pupils, of whom 34 presented themselves at the examination and 25 passed, whereas in the year under report the attendance fell to 13, of whom only five were presented for examination and none passed. The causes of this total collapse are not explained. Proposals have now been submitted to the Government of India for entirely re-organizing the Moulmein high and normal schools. It has been proposed to amalgamate the two schools and to place them under a selected Principal with a salary of Rs. 500 per mensem. Twenty Vernacular and 20 Anglo-Vernacular students will be trained at the school, and will be bound to enter the service of Government in the Education Department. Pending the orders of the Government of India provisional sanction has been given to the transfer of four classes from the high school to the normal school and to the entertainment of 20 normal students who have passed the Middle School English examination. The falling off in the results obtained by the remaining normal institutions is not so great and the Director reports that they were well managed throughout the year. Under the Pupil-teachers' Certificate system two Anglo-Vernacular and 65 Vernacular pupil-teachers were successful in the examinations. The only industrial school on the departmental registers was St. Peter's Technical Institute at Bassein managed by the Reverend Father D'Cruz. Heretofore the Director's reports regarding industrial education have year by year been discouraging and the Chief Commissioner now reads with much satisfaction of the improvement in the Bassein school. During the year under report the question of technical education in Burma was taken up under the orders of the Government of India. A new set of examination standards was considered and these standards have now been prescribed. At the same time a survey was made of the industries practised in Lower Burma. A Provincial Board is at the time of writing being constituted to consider the results of the survey and to advise the Government generally in all matters connected with technical and industrial instruction. A sum of Rs. 20,000 has been allotted in the current year's budget for the promotion of technical schools and classes. It is to be hoped that the cause of technical education has secured a real and substantial foundation for future progress. Four engineering pupils at the Seebpore College were in receipt of Burma scholarships during the year; but the grant of Burma scholarships at Seebpore has now ceased and no more Engineering students will be sent to Calcutta. Seven scholars, including four females, were attached to the

Calcutta Medical College during the year and 11 students were undergoing the Hospital Assistant course at Madras. Excellent work continues to be done by the Dufferin Maternity Hospital. Twelve pupils passed in sick-nursing and eight in midwifery.

7. *Female Education.*—Judged by the statistics of examination the higher education of females was less successful in the year under report than in the preceding year. No passes were obtained at the Entrance examination and only 23 at the Middle School examinations against 48 in the preceding year. But the failure at the latter examination was common to boys' as well as girls' schools throughout the province, and the Chief Commissioner accepts the Director's assurance that female education is making healthy progress. In the Upper and Lower Primary examinations female candidates were as successful as in the preceding year. The number of schools intended for girls alone has fallen from 77 to 69, and the number of pupils has also decreased, but the number of girls under instruction in the schools of all classes taken together is probably nearly the same as in the preceding year.

8. In conclusion the Chief Commissioner desires to record his appreciation of the zeal and ability displayed by Mr. Pope in the management of the department during the year.

By order of the Chief Commissioner,

D. H. R. TWOMEY,

Officiating Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN LOWER BURMA

For the year 1889-90.

Introduction.

To the end of the year 1888-89 the work of the department was confined to Lower Burma. From the 1st April 1889 it was extended to Upper Burma. With the sanction of the Secretary of State for India the designation of the Head of the department has been changed to "Director of Public Instruction, Burma," and the pay of the appointment has been made Rs. 1,250—50—1,500.

2. In time the progress of education will be recorded in one annual report for both Upper and Lower Burma; but I think it advisable for the present to submit separate reports and tables for the two portions of the province.

3. In Lower Burma educational work has been in somewhat of a transition state during the year. New schemes drawn up by my predecessor were introduced, and several proposals for putting education in the province on a sound and good footing have been laid before the Government. The working of these will come under consideration in 1890-91. The year has been one chiefly of re-arrangement and re-organization, which will, I trust, be for the good of education.

4. The chief events of the year have been—

(*a*) the introduction of the Inter-school rules;

(*b*) the extension of the operations of the department to Upper Burma;

(*c*) the sanction of Rs. 20,000 for making a beginning in technical education;

(*d*) the handing over by the Rangoon Municipality to the department, the control of its educational affairs;

(*e*) the holding of the first Conference of school-managers and others interested in education, as ordered by the Government of India, on the recommendation of the Education Commission;

(*f*) the substitution of Seven standards of study in Indigenous and Anglo-Vernacular middle schools, in the place of the three hitherto in force, and the consequent re-classification of these schools on a better basis;

(*g*) the opening of an Anglo-Vernacular department in the Government normal school at Moulmein;

(*h*) the consideration of proposals from the Municipalities of Bassein, Shwegyin, and Yandoon to hand over the control of educational affairs to the department;

(*i*) the submission of a scheme to amalgamate the high and normal schools at Moulmein;

(*j*) the submission of a revised draft of the Grant-in-aid Rules of 1887, to meet the requirements under the new seven standards;

(*k*) the abolition of payments for partial success at provincial examinations;

(*l*) the renewal of the salary-grant system for five years from the 1st April 1889;

(*m*) the termination ofthe agreement between the Government and the A. B. M. Press on account of the late Government Book Depôt;

(*n*) the sanction of Rs. 16,386 for the establishment of additional survey schools in Upper and Lower Burma, and for improving the existing ones;

(*o*) the submission of proposals to insure the levying of a proper rate of fee in Anglo-Vernacular Municipal schools, so as to prevent them from competing unfairly with the indigenous schools, and to make them more self-supporting.

5. Schools and pupils have advanced as to numbers since 1888-89.

Steady effort has been made to develop the various methods under which aid is offered to indigenous primary schools, especially the salary-grant, certificated teacher, and pupil-teachers' systems, all of which promise to be very useful. At the same time no pains have been spared to induce the people to rely less on public aid and to do more themselves towards the support of schools, so as to set free public funds for work in backward parts of the country. The payment of tuition fees is becoming more general; improved rates are being adopted; and teachers are coming forward more readily to open their own schools.

6. There is room for much improvement in the middle schools, Municipal and aided, of the province. The employment of better teachers and, in town schools, more of them; the fixing of a proper rate of fee; the adoption of some system whereby the accumulation of arrears of fees shall not be allowed; better teaching; closer supervision; and better business habits on the part of managers and Head Masters would put the schools on a better footing financially and as to progress in studies.

7. Municipal schools have been closely watched and much has been done to improve them.

In aided schools we have done all that was possible without undue interference with the management. The remedy lies largely with the managers themselves. They should for their own sakes and for the sake of their schools keep everything up to the mark financially and as to studies, and not run the risk of having their schools removed from the list of registered schools for not fulfilling the conditions they accepted willingly when applying for registration.

8. The relations with aided schools have been, as they should be, good. Occasionally managers, who are reminded of the necessity for observing the rules, speak of "strained relations," "undue interference," and "want of sympathy;" but I attach no importance to such statements. One never hears complaints of this kind from the well-organized, well-supervised, and efficient schools.

9. On the whole, there is throughout the province a disposition to increase income by levying proper fees and taking care to collect them, and to employ better qualified teachers; there is a general determination to improve, that cannot but result in progress all round.

SECTION I.

General and Statistical Summary.

10. The following table is a comparative statement of the statistics of educational institutions of all kinds in Lower Burma :—

Name of institution.	1888-89.		1889-90.		1889-90.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.
PUBLIC INSTITUTIONS—					
University, Colleges	1	27	1	23	23
High English schools	8	2,265	8	2,328	291
Middle English schools	34	4,451	32	4,555	142
Middle Vernacular schools	19	1,326	20	1,348	67
Primary	2,750	77,643	2,954	81,804	28
Special	16	459	17	472	28
Female	75	3,822	67	3,474	52
Total Public Institutions	2,903	89,998	3,099	94,004	...
PRIVATE INSTITUTIONS—					
Advanced teaching	...	...	...	...	...
Pali	...	...	...	...	...
Arabic or Persian	...	...	...	...	...
Sanskrit	...	...	...	...	...
Elementary, teaching a Vernacular only or mainly ...	2,652	29,807	2,800	32,873	11
Other schools not conforming to departmental standards for religious instruction only.	124	1,872	167	2,130	13
Total Private Institutions ...	2,776	31,679	2,967	35,003	...
GRAND TOTAL ...	5,679	121,672	6,066	129,007	...

This shows an increase in nearly all directions. Though the college attendance was decreased by four, the numbers in high schools have increased by 63. In Anglo-Vernacular and Vernacular middle schools the numbers have been increased by 104 and 22 respectively. The number of Anglo-Vernacular middle schools has decreased by two, owing to the closing of the Gyobingauk and Toungoo Municipal middle schools; and the Vernacular middle schools have increased by one.

11. Primary schools have increased by 204 and the pupils attending them by 4,161, many of the worthless schools struck off last year having been either taken on again or been replaced by better ones. This is a very satisfactory feature in the year's work, as special attention has been paid to primary education. Whenever it was found that Municipal Committees were carrying on middle class education to the prejudice of primary, by either starving the latter in the matter of funds, or charging so low a rate of fee that the sayagyis of primary schools were unable to compete on fair terms, the matter was promptly taken up and the interests of primary education were fully provided for. Municipal Committees need to be cautioned in this matter. Several primary schools that were trying to teach a middle class of three or four boys to the utter neglect of the bulk of the pupils who were in the primary department, were not allowed to continue. In some cases it was almost a hardship, because under the old standards it paid a manager better to neglect his primary

boys and pass a few by the middle standard. The new seven standards, which allow for the examination and payment of every class in a school instead of only three, will prevent this mischief in future.

12. Special schools have increased by one and the pupils by 13 owing to the opening of a new survey school at Henzada.

13. Schools purely for girls have decreased by eight and the pupils by 348; but these are now found in the mixed schools, where they get better teaching.

The want of good female teachers is much felt. The decrease in schools is due to the closing of four Municipal Girls' schools on which large sums of money were being spent by the Municipalities in question for very small returns. The work was handed over to private enterprise. The schools were at Mergui, Lemyethna, Henzada, and Pantanaw. The other four schools were indigenous.

This decrease is only nominal and does not imply that female education is declining or is unpopular. It is making its way slowly but steadily.

14. In the 2,967 private schools 35,003 children are receiving elementary instruction. Were more funds available for the employment of qualified teachers, many of these might be improved and brought upon the list of recognized schools. Many applications are made for teachers and for recognition, but they have to be rejected for want of funds.

15. The following table shows the schools classified according to their management:—

Class of school.	1888-89.		1889-90.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
Under public management—					
Maintained by the department ...	20	1,256	21	1,306	*The reduction of nine schools and 606 pupils under this head is due to the following schools having been closed during the year:—
Maintained by Municipal Boards ...	35	3,218	26*	2,612	
Under private management—					Gyobingauk Municipal ... } Middle English Boys' schools.
Aided by Grant-in-aid Rules of 1887 ...	42	5,612	43	5,848	Toungoo Municipal ... }
Aided under the Rules for indigenous schools.	1,071	40,584	1,064	40,443	Thônzè Municipal Middle Vernacular Boys' school.
Unaided	1,735	39,823	1,945	43,705	Mergui Municipal Middle Vernacular Girls' school.
Total ...	2,903	89,993	3,099	94,004	Ngathainggyaung Municipal... } Primary English Boys' schools.
Private Institutions—					Akyab Mahomedan ... }
Of Indigenous instruction ...	2,776	31,679	2,967	35,003	Lemyethna Municipal ... } Primary Vernacular Girls' schools.
					Henzada Municipal ... }
GRAND TOTAL ...	5,679	121,672	6,066	129,007	Pantanaw Municipal ... }

The Toungoo Anglo-Vernacular Municipal school was closed as it was thought that the two schools under private management and aided under the Grant-in-aid Rules sufficed to supply the educational needs of the town.

The Anglo-Vernacular Municipal school at Ngathainggyaung was closed as it was unsuccessful and unnecessary. The Bassein school is so near that parents prefer to send their children there.

The Vernacular schools maintained by the Municipal Committees of Thônzè, Gyobingauk, Pantanaw, Lemyethna, and Henzada (the last three being for girls) were not only unnecessary, but prejudicial to indigenous institutions and have therefore also been closed.

An attempt made by the Municipal Committee at Danubyu to revive the Anglo-Vernacular school was badly conceived and ill-carried out. It could not be countenanced and proved a failure. There is at present no opening for an English school at this place, and the schools of Yandoon and Henzada are sufficiently accessible to meet the wants of students desiring English instruction and willing to pay for it.

16. In the following statement pupils attending schools of all classes are classified according to the various stages of instruction they are in:—

Standard of education.	Number of schools.	Number of pupils.	High stage.			Middle stage.			Upper primary stage.			Lower primary stage.						Total.		
												Reading printed books.			*Not reading printed books.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English	11	2,816	214	20	234	709	98	807	469	84	553	1,014	178	1,192	10	20	30	2,416	400	2,816
Middle English ...	41	5,198	14	...	14	980	131	1,111	887	162	1,049	2,478	480	2,958	40	26	66	4,399	799	5,198
Middle Vernacular ...	22	1,509	...	...	...	113	53	166	191	59	250	672	224	896	149	48	197	1,125	384	1,509
Primary	3,007	83,986	...	...	...	19	1	20	2,822	443	3,265	36,431	7,466	43,897	33,215	3,589	36,804	72,487	11,499	83,986
Total ...	3,081	93,509	228	20	248	1,821	283	2,104	4,369	748	5,117	40,595	8,348	48,943	33,414	3,683	37,097	80,427	13,082	93,509

17. The following is an abridged statement summarizing the foregoing figures and giving those of the previous year also for comparison :—

Stage.	Number of pupils.		Increase.	Decrease.
	1888-89.	1889-90.		
High	269	248	...	21
Middle	1,796	2,10.	808	...
Upper Primary	5,088	5,117	29	...
Lower Primary	50,276	48,943	...	1,333
Lower Primary not reading printed books ...	32,078	37,097	5,019	...
Total ...	89,507	93,509	4,002	...

18. The number of pupils in all classes of institutions, aided and unaided, is shown in the following statement for each district of the province :—

Division.	District.	In Public Institutions.										In Private Institutions.						Grand Total.	
		College.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
Arakan	Akyab	...	...	491	475	2,288	3,608	62	60	2,841	4,143	...	...	3,107	2,589	3,107	2,589	5,948	6,732
	Kyaukpyu	...	...	189	137	1,440	2,159	12	18	1,641	2,314	...	...	392	267	392	267	2,033	2,581
	Sandoway	...	...	125	82	728	605	15	9	868	696	...	...	140	81	140	81	1,008	777
	Arakan Hill Tracts	...	...	...	...	25	20	...	...	25	20	...	...	...	...	...	...	25	20
Pegu	Rangoon	27	23	3,432	3,727	3,942	3,456	28	26	7,429	7,232	...	...	959	1,274	959	1,274	8,388	8,506
	Hanthawaddy	...	...	76	68	7,492	6,883	87	84	7,655	7,035	...	...	2,149	1,897	2,149	1,897	9,804	8,932
	Pegu	...	...	164	159	9,138	8,050	29	45	9,331	8,254	...	...	1,254	2,142	1,254	2,142	10,585	10,396
	Tharrawaddy	...	...	119	83	4,453	6,462	...	...	4,572	6,545	...	...	4,715	5,048	4,715	5,048	9,287	11,593
	Prome	...	...	723	681	6,981	6,839	39	41	7,743	7,561	...	...	1,814	1,641	1,814	1,641	9,557	9,202
Irrawaddy	Thôngwa	...	...	134	162	8,113	9,464	...	...	8,247	9,626	...	...	1,311	1,330	1,311	1,330	9,558	10,956
	Bassein	...	...	855	832	7,792	7,933	66	57	8,713	8,822	...	...	1,894	2,061	1,894	2,061	10,607	10,883
	Henzada	...	...	293	265	6,093	5,851	...	31	6,386	6,147	...	...	774	891	774	891	7,160	7,038
	Thayetmyo	...	...	148	166	5,501	5,760	...	...	5,649	5,926	...	...	732	3,477	732	3,477	6,381	9,403
Tenasserim	Moulmein	...	...	1,279	1,346	1,305	1,094	73	59	2,657	2,499	...	...	595	693	595	693	3,252	3,192
	Amherst	...	...	56	68	2,414	2,501	...	...	2,470	2,569	...	...	5,565	5,988	5,565	5,988	8,035	8,557
	Shwegyin	...	...	289	325	7,296	7,371	22	18	7,607	7,714	...	...	2,284	1,995	2,284	1,995	9,891	9,709
	Toungoo	...	...	625	563	3,423	4,292	26	24	4,074	4,879	...	...	1,036	1,014	1,036	1,014	5,110	5,893
	Tavoy	...	...	217	260	1,221	1,185	...	...	1,438	1,445	...	...	2,263	2,020	2,263	2,020	3,701	3,465
	Mergui	...	...	189	124	421	428	...	...	610	552	...	...	618	499	618	499	1,228	1,051
	Salween	...	...	...	...	37	25	...	...	37	25	...	...	77	96	77	96	114	121
	Total	27	23	9,404	9,523	80,103	83,986	459	472	89,993	94,004	...	...	31,679	35,003	31,679	35,003	1,21,672	1,29,007

19. The following table gives a comparative statement of the expenditure for the last two years. The class of instruction, and not the budget head of expenditure, is made the basis of calculation. The statement includes not only public expenditure, but that from private sources, such as tuition fees and contributions to all public schools; it also includes charges for school buildings. Statistics of expenditure from private sources in indigenous schools are not obtainable: —

Head of expenditure.	1888-89.		1889-90.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	42,740	44,675	43,437	44,862
Secondary	1,48,548	2,94,439	1,36,484	2,80,773
Primary	1,56,890	1,74,281	1,60,913	1,79,465
Female	85,791	86,757	87,154	88,439
Special	25,185	30,552	28,000	40,497
Scholarships	33,340	33,340	26,517	26,517
Buildings	11,083	26,891	20,363	34,859
Furniture and apparatus	1,319	1,319	1,650	4,041
Miscellaneous	62,585	66,384	54,040	55,588
Superintendence	82,737	82,737	1,02,140	1,02,140
Total ...	6,00,227	8,41,375	6,10,998	8,57,801

The net Government expenditure has increased by Rs. 10,771. This is accounted for as follows.

The Educational Syndicate expenditure for collegiate instruction has increased by Rs. 697. Increases have also taken place under primary education Rs. 4,011, female education Rs. 1,363, special education Rs. 3,115, buildings, Rs. 9,280, furniture and apparatus Rs. 331, superintendence Rs. 19,403. Decreases amounting to Rs. 27,432 have taken place; under secondary education Rs. 12,064, scholarships Rs. 6,823, miscellaneous Rs. 8,545. The increase on primary education is due chiefly to the larger earnings by indigenous schools of results grants; that on special education is accounted for under the head of supplementary grants for the salaries of teachers, and the purchase of tools and apparatus made during the year under report to the Reverend Father D'Cruz at Bassein, and also to the inclusion for the first time of the statistics relating to the new survey school at Henzada. The increase on "Buildings" is due chiefly to the construction of a swimming-bath for the pupils of the Rangoon College at a cost of nearly Rs. 7,000 and partly to the addition of a wing to the Karen Apprentices' quarters at Insein. Rupees 7,697 of the increase is due to the Rangoon College and the departments, High, Middle, and Primary, attached to it.

The increase of Rs. 19,403 under the head of superintendence is in consequence of the appointment of a Director for Upper and Lower Burma on Rs. 1,250—50—1,500 a month instead of on Rs. 1,000—50—1,250 a month for Lower Burma only, and his travelling allowance for a three months' tour on special duty in Upper Burma. A part of this increase is really debitable to Upper Burma. Also to an increase under Inspection on account of salary, due to the reversion of Messrs. Hodson and Goss to their substantive appointments as Inspectors of Schools, Eastern and Western Circles.

Fee receipts of institutions under public and private management amount to Rs. 1,26,788, and show an increase over the previous year's figures of Rs. 12,319. Aided, secondary and primary schools show a total of fee receipts amounting to Rs. 71,478, or an increase of Rs. 6,123 over the previous year's figures and Rs. 12,050 over the figures for 1887-88. Government and Municipal schools show an aggregate fee income of Rs. 55,310, or Rs. 6,196 more than the previous year's income from the same source.

This is a very healthy sign. As I shall have occasion in other parts of the report to refer to this question of fees, especially with reference to the accumulation of large arrears that some aided school managers allow, I shall make no further remarks here.

SECTION II.

Controlling Agencies:

20. I took over charge of the Directorship from Mr. Hodson on the 27th May 1889.

During the year under report the inspection work was shared by Mr. Hodson, Mr. Goss, and Mr. Adams.

Mr. Goss had charge of the Eastern circle from the 1st April to the 26th May 1889, while Mr. Hodson was officiating as Director, from the 15th October to the 30th November 1889, while he was on privilege leave, and from the 7th March, when he went on furlough, until the end of the year.

Mr. Adams had charge of the Western circle on the first two occasions of Mr. Goss's officiating in the Eastern circle; on the last occasion, namely, from the 7th to the 31st March, the Western as well as the Eastern circle remained under Mr. Goss's care, Mr. Adams being on special duty in Upper Burma.

21. The following tabulated statement briefly shows how the time was spent and what work was done by each officer:—

Name of officer.	Days in charge.		Spent at headquarters on general work.	Spent on inspection tours.	Spent at headquarters on inspections.	Total number of inspections.
	Eastern circle.	Western circle.				
Mr. Hodson	237	...	97	189	1	184
Mr. Goss, in both circles	128	237	179	163	23	219
	25					
Mr. Adams	...	103	73	...	30	55

During the year under report the Inspectors have, in accordance with the Chief Commissioner's orders, drafted the educational budgets of the various Municipal Committees for the year 1890-91, and a more equitable distribution of funds among the various classes of schools has been secured than formerly.

The amalgamation of the offices of the Inspectors has been amply justified during the year by the despatch with which the clerical work has been carried on. Work has been facilitated also by the appointment of Mr. Duncan from the office of the Director of Public Instruction, Madras, as Head Assistant. His experience of educational routine is valuable.

The amalgamation of the offices has enabled the Inspectors to spend more time on tour. It is desirable that they should do so, for Indigenous education undoubtedly requires more of the Inspectors' personal supervision than they have hitherto been able to give it. They should not only spend more time in the districts, but should be able to proceed more quickly from place to place and so gain more time for work in localities off the main lines of communication. At the same time they should be in touch with their office, so that general work shall not fall into arrears. To secure this, a small but suitably planned steam-launch is necessary. The matter is receiving careful consideration and proposals will in due course be made for one.

Subordinate inspecting staff.

22. There are several changes to report among the Deputy Inspectors of Schools. Maung Môn and Maung Myat Tun were promoted to service in Upper Burma, their places in Pegu and Tavoy-Mergui circles being taken by Maung San Ye (one of the senior Vernacular certificated teachers) and Maung Po San from the Prome Municipal School. Maung Tun Hla (from the Inspector's office) was selected for the Rangoon Town circle *vice* Maung Maung deceased.

These three officers have, by active, intelligent work, fully justified their selection, and the remainder of the staff generally have performed their duties with diligence and discretion. Improvement too is visible in the manner in which their clerical work has been done, returns being more accurately prepared and more punctually sent in.

23. The following statement has been prepared to show in concise form the work of the various Deputy Inspectors of Schools :—

Name.	Circle.	Days in charge.	Days spent		Days on inspection		Visits made		Total inspection.
			At headquarters.	In district.	At headquarters.	In district.	At headquarters.	In district.	
Maung Tun Hla (1) ...	Rangoon (1) ...	297	297	...	231	...	451	..	451
Maung Môn	Rangoon	68	68	...	46	...	134	...	134
Maung Bwa'	Hanthawaddy (2)	365	141	224	...	224	...	594	594
Maung San Ye	Pegu (3)	364	...	...	246		43	594	637
Maung Po Tun	Pegu, Officiating	1	1	...	...		...	...	...
Maung Tun	Henzada (4)	365	157	200	234		486		486
Maung Po Kya	Tharrawaddy (3)	365	112	253	238		...	...	794
Maung Po Maung... ...	Prome (4)	274	156	48	161		...	...	583
Maung Po Gywe	Prome, Officiating	91	30	61	65		...	...	200
Maung Pa Ha	Toungoo (4)	365	...	...	190		...	...	351
Maung Gauk	Shwegyin (4)	365	107	258	50	81	...	...	420
Maung Shwe Hmôn ...	Amherst (4)	365	198	167	227		104	361	485
Maung Paw Din	Thayetmyo (3)	274	145	...	...		100	292	392
Maung Pi	Thayetmyo, Officiating ...	91	...	...	44		3	155	158
Maung Po San	Tavoy-Mergui (4) ...	235	...	...	147		...	...	259
Maung Myat Tun		130	...	...	60		...	...	182
Maung Taw Pru	Thôngwa (3)	365	102	263	270		...	...	754
Maung Po Nwe	Bassein (4)	365	198	167	220		67	447	614
Maung Nga Mè Gri ...	Akyab (3)	182	95	87	90		..	...	188
Maung Po Tun	Akyab, Officiating	183	84	99	114		...	...	314
Maung Tun Hla	Kyaukpyu-Sandoway (3) ...	365	116	249	12	219	...	...	288
Maung Lu (Karen) ...	Pegu and Thôngwa districts (2)	365	87	278	278		...	...	380
Maung Nyan Kyè (Karen) ...	Amherst, Tavoy, and Mergui (2)...	365	98	267	267		...	...	274
Maung Pa (Karen) ...	Bassein and Henzada (2) ...	365	99	266	308		...	...	382
Inoddin (Mahomedan ..	Akyab (3)	365	161	204	191		...	...	417

Note.—(1) No schools outside headquarters.
(2) No schools at headquarters.
(3) Few schools at headquarters.
(4) Many schools at headquarters.

In Rangoon and Moulmein towns respectively, about a month was spent by the Deputy Inspectors in assisting the Inspectors in their annual examination of the Municipal and aided schools. They, with other members of the staff, also assisted in the Provincial and School-management examinations conducted by the Educational Syndicate at various centres.

Amherst district needs the undivided attention of one Deputy Inspector and the formation of Moulmein Town into a separate circle is very desirable.

Another Deputy Inspector for Karen schools is urgently needed. Maung Lu and Maung Nyan Kyè are both overweighted with the large circles entrusted to them and, though they spend by far the greater part of their time on tour, they feel that they cannot give the schools all the attention they deserve.

In all circles, notably in Thôngwa, a subordinate staff of Sub-Inspectors would prove very useful, not only for actual examination work, but for organizing schools, improving methods of instruction, and keeping the Deputy Inspector of Schools more constantly informed of the condition and wants of their circles. Another change that would be very beneficial would be to make the Deputy Inspectors provincial officers, so that they might be transferred from one district to another when necessary. At present a Deputy Inspector is tied down to a particular district, and the poorer districts are consequently, as a rule, under the charge of the less experienced members of the staff, and their backward condition thereby certainly not lessened; whereas a more experienced officer would perhaps be able to work them up, but cannot be employed as his higher cost cannot be met from the funds available from the district of which he would be put in charge.

The remedy would be to place the Deputy Inspectors on the provincial list, each district and Municipal town making a contribution according to its means to a general fund. I would call special attention to this.

24. *Maung Po Maung*, 1st grade (Prome), has continued to do excellent work in his circle. He was obliged during the year to take privilege leave, but during the nine months he was in charge he travelled about 1,293 miles and made 583 inspection visits.

Maung Po Gywè, one of the senior Certificated Assistant Teachers, who acted for him during his absence, proved intelligent and active, travelling in 91 days 468 miles, and making 200 visits.

Maung Bwa, 1st grade (Hanthawaddy), reports that his tours have extended in all to 2,565 miles. His inspection visits number 594 and his work generally has been well done. I wish, however, that his influence were more powerful to induce the people of his circle to rely less on Government aid and do more for themselves.

Maung Gauk, 2nd grade (Shwegyin), has journeyed 1,383 miles and made 420 visits of inspection, but Mr. Hodson is not altogether satisfied with the manner in which his work has been done. A younger and more highly trained officer is wanted in his circle.

Maung Tun, 2nd grade (Henzada), has continued to perform steady reliable service. He has journeyed 996 miles outside his headquarters, where he has several schools to look after, and made in all 486 visits. His annual report is carefully written and gives a clear account of the condition of the circle.

Maung Pa Ha, 2nd grade (Toungoo, Burmese and Karen, Shwegyin Karen), has worked very satisfactorily in his extensive though poor circle, where his influence is much felt. His journeys amounted to 2,448 miles and he made in all 351 visits of inspection.

Maung Shwe Hmôn, 2nd grade (Amherst and Moulmein). It was last year pointed out that this circle was too large for one Deputy Inspector, the more so that he is required, during about a month each year, to render aid to the Inspector in his annual examinations. Maung Shwe Hmôn has, I am sure, done his best. He has travelled 1,495 miles in his district and estimates his journeys in Moulmein Town at 218 miles more. His inspection visits number 485, of which 104 were made at headquarters. His annual report was in by due date, compiled with care, and contained some interesting information.

Nga Mè Gri, 3rd grade (Akyab), from the 1st June to the 30th November was on leave, which he was forced to take as a punishment for general neglect of work. Since he resumed duty he has displayed greater activity. In the six months he was in charge he travelled 1,031 miles and made 188 inspection visits. His district, however, shows little, if any, progress and he appears to have but little influence either with the people or the certificated teachers employed

under him. His annual report, though better than usual, is a poor production and leaves much to be desired.

Maung Po Nwè, 3rd grade (Bassein), continues to show himself a steady, reliable officer in every respect. With many schools at headquarters he has travelled 1,639 miles in his district and made in all 514 inspection visits.

Maung Po Kya, 3rd grade (Tharrawaddy), resumed charge of his circle on the 29th March 1889, after a period of six months' suspension from duty for neglect of work in the previous year. He has displayed greater activity than formerly, and has made 794 visits and travelled 2,119 miles during the year. The district, however, needs a more highly trained and better officer. Maung Po Kya was again late with his annual report.

Maung Paw Din, 3rd grade (Thayetmyo), was away on leave for three months during the year. In the remaining nine months he travelled 640 miles and made in all 392 inspection visits. His work shows some improvement.

Maung Pi, a certificated Assistant Teacher who acted in Maung Paw Din's place during his absence, though active and conscientious, did not display any great aptitude for inspection work.

Maung Tun Hla, 3rd grade (Kyaukpyu and Sandoway), has been diligent and intelligent in the inspection work, travelling 4,139 miles, and making 288 inspection visits. The incomplete submission of his inspection returns at due date has, however, again been the cause of much delay in the Inspector's office. His annual report also was late, not being received till the 25th April, long after those of other Deputy Inspectors were in. It is, however, carefully written and gives a clear account of his circle.

Maung Taw Pru, 3rd grade (Thôngwa), has worked his district more thoroughly than heretofore, and has travelled 2,453 miles, making 754 visits of inspection, almost entirely outside headquarters, where there are but two schools. His inspection work has been well done.

Maung San Ye, 3rd grade (Pegu), a senior Certificated Teacher, after serving temporarily as Deputy Inspector in Pegu and Tharrawaddy, was made permanent in the former circle on the 2nd April. He has shown much intelligence and activity, proving himself a useful officer. His work lies almost entirely outside headquarters. He has been able to make 637 visits, on journeys amounting to 1,989 miles only, his district being more compact than some others. His annual report is creditable for an officer of so little experience in inspection work.

Maung Tun Hla, 3rd grade (Rangoon), by steady and intelligent work has fully justified his selection for a Deputy Inspector. His charge is an important one and during the 10 months he was in charge he made 451 inspections. For upwards of a month he was called on to assist in the annual examinations of the Municipal and registered schools. He has also given help in examinations connected with normal schools, school-management, and the Dufferin hospital. His annual report is carefully drawn up and is creditable.

Maung Po San, 3rd grade (Tavoy and Mergui), promoted from a mastership in the Prome Municipal School, has done well since he took charge of his circle in August 1889. He has travelled 1,194 miles and made 259 visits of inspection.

Maung Nyan Kyè (Karen, Amherst, Tavoy, and Mergui), is a diligent and reliable officer, who has done his work well, travelling 4,411 miles. He points out that, though about 1,470 miles was done by steamer, the actual travelling by boat and on foot takes so much time that he is unable to make more than one tour per year in the interior of his circle. His inspection visits numbered 271. His annual report is again very good.

Maung Lu (Karen, Pegu division and Thôngwa district) has done excellent work during the year in his very responsible charge. His annual report is very carefully written and is of much interest.

Inoddin, 3rd grade (Mahomedan, Akyab), has done his work with zeal and intelligence. His journeys by land and water have extended to 2,950 miles and he has made 417 inspection visits. His annual report, submitted four days

before due date, is intelligently written and shows clearly the condition of his circle.

Maung Pa, 3rd grade (Karen, Bassein, Henzada), substantive *pro tem.*, has scarcely fulfilled the expectations entertained by Mr. Hodson of his ability and influence among the Karens. He has travelled, he states, 2,822½ miles and paid 382 visits during the year. I understand that he is studying for the Subordinate Civil Service and that he does not devote as much of his time to work as the other Karen Deputy Inspectors do. I fear it will not be possible to confirm him in the appointment.

Maung Môn and *Maung Myat Tun*, after 68 and 130 days' work were transferred to Upper Burma. Up to the time they left they did good work and are a loss to the Lower Burma inspecting staff.

Maung Po Tun, late Master of the Thônzè Municipal School, was temporarily in charge of the Pegu and subsequently of the Akyab circle. He did not, however, evince much aptitude for inspection work as would permit of his being permanently employed as a Deputy Inspector.

SECTION III.

UNIVERSITY EDUCATION.

25. The Rangoon College is still the only College in the province. The Principal has submitted the following report:—

"The average numbers monthly on the rolls as compared with those of the previous year are shown in the following table:—

Year.	College.	High school.	Middle school.	Upper primary.	Lower primary.
1888-89	33	46·6	165	96	185
1889-90	24	71	162	135	237

"The decrease in the number of College students is due almost entirely to the unfavourable results of the Calcutta University examinations of last year. In common with all other affiliated institutions this College passed a much smaller percentage of both Entrance and F.A. candidates than was expected. It is satisfactory, however, to know that this percentage compared favourably with that of many much larger and older Colleges in India. The reduction of the University scholarships, which took effect for the first time this year, also unfavourably affected the College classes, the B.A. especially.

"It will be seen that the increase both of the high school and the primary school is highly satisfactory; the high school has now as many pupils as can be dealt with satisfactorily under the present arrangements. The primary school has been much overcrowded and will, I trust, soon obtain additional masters and class-rooms in order to cope with the increased numbers.

"The average attendance of the middle school remains about stationary. The number on the books now is, however, 16 more than at the same date last year and, without increased staff, not many more could be adequately managed.

"Forty-two candidates in all were presented for the Calcutta examinations, two for B.A., 10 for F.A., and 30 for Entrance. The increase in the number of Entrance candidates is satisfactory as the College classes have to depend almost entirely on those who pass from this high school, the other high schools of the province during the last six years having had only an average of two successes per school annually, and these even seldom continue their studies.

"For the Middle School examination 60 were presented of whom 15 were successful, being nearly 25 per cent. of the whole number of successful candidates from the province.

"For the Upper Primary examination 24 were presented of whom 22 passed. For the Lower Primary 63 were presented and 37 passed.

"The average age of students in the College is about 18, in the high school 16, in the middle school 14, in the upper primary 11½, and in the lower primary 8½.

"The decrease in the average age in the primary school is, I consider, a very healthy sign.

"The principal changes in the teaching staff of the institution were as follows.

"Mr. J. Tsawu White officiated as Science Lecturer from the 13th May 1889. Mr. Gray, in the absence of Dr. Forchhammer, continued to officiate as Pali Professor. Mr. Findlay was on the 12th August 1889 appointed Third Master of the high school. Mr. O. White on return from Government service took over the duties of Second Assistant Master in the middle school on the 29th August 1889. The post of Third Assistant Master in the middle school was declared vacant on the 28th November 1889, and the place was filled by the promotion of Mr. Minus, who had been officiating in the post.

"The College and high school expenditure for the year amounted to Rs. 52,495-11-7 and the income from fees to Rs. 4,844. This expenditure includes the pay of Dr. Forchhammer, absent on deputation, and also pay and acting allowance of Mr. Gray, who officiated as Pali Professor; it also includes the salary of Maung Tha Ban engaged as Instructor of Telegraphy.

"The cost of the middle school was Rs. 13,518-10-1 and the income from fees Rs. 5,734.

"The cost of the primary school was Rs. 8,950-11-9 and the income from fees Rs. 9,319, showing a profit of Rs. 368-1-3.

"The total expenditure on the whole institution exclusive of the boarding department amounted to Rs. 74,965-4-5 and the total receipts by fees to Rs. 19,897.

"The average number of boarders on the rolls was 118 with an average daily attendance of 105; the number in attendance at the end of the year was 108, of whom six attended the College, 19 the high school, 39 the middle school, and 44 the primary school.

"The expenditure of the boarding department was Rs. 9,592-8-0 and the receipts Rs. 9,845-8-0, leaving a profit of Rs. 253."

26. The last two years' results of the F.A. and B.A. examinations are shown in the following tables:—

F. A. Examination.

1888-89.			1889-90.		
Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
13	5	38·46	10	6	60

B. A. Examination.

1888-89.			1889-90.		
Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
3	3	100	2	2	100

27. The following is a list of the names of the successful B.A. and F.A. candidates in 1889-90:—

B. A. Examination.

No.	Name.	College.	Remarks.
1	W. J. Buchanan	Rangoon College.	
2	Nanabhoy Nourojee Burjorjee ...		

F. A. Examination.

No.	Name.	College.	Remarks.
1	Maung Ba (I)	Rangoon College	First division.
2	Shwe Zan Aung		Second division.
3	Aung Thein		
4	B. H. Hardinge		
5	Maung Ngeo		Third division.
6	Maung Ba (II)		

The College under Mr. Rose and his colleagues has been particularly successful in its University passes.

In the two last years five have been sent up for the B. A. examination and all five have passed. This year 10 were sent up for the F. A. examination and six passed.

The small number of students reading in the College is still a matter for regret, as is the fact that every student who is now in the College is paid a scholarship.

It is not because the College is unpopular. The number of boys who pass the Entrance examination each year in the province is small, those who pass in the district high schools find it expensive coming to Rangoon, and with the Upper Primary and Middle School pass certificates as the passport to employment, Government and private, there is no inducement for a boy to study any higher. Till the Entrance examination is declared to be the lowest qualification for employment and passing the higher University examinations is duly recognized as a qualification for the higher posts, higher education in the province will not progress.

A good system of scholarships for enabling boys who pass from the district high schools to join the Rangoon College is necessary.

The College is under the control of the Educational Syndicate but is maintained entirely by the Government. The expenditure is very high. One of the results that was looked for in establishing the Educational Syndicate was that private liberality would be stimulated. The expectations have not been realized, and it seems very doubtful whether the Government and the Municipality will ever be relieved of the expenditure to any appreciable extent.

To all intents and purposes the College is a Government one.

The vacancy caused by the death of Dr. Romanis in April last was filled in April 1890 by the appointment of Mr. Hunter, B.A., Queen's College, Oxford. The new Professor has not joined as yet.

In May of this year the College sustained a loss in the sudden death of the Pali Professor, Dr. Forchhammer. It will be hard to fill his place. Sent out from England with a high reputation as a Pali scholar he lost no time in throwing himself heart and soul into his work. As Professor of Pali and as Government Archæologist he spared neither pains nor money to carry out his duties thoroughly.

His unselfish and enthusiastic devotion to his work in a large measure hastened his end.

SECTION IV.

SECONDARY EDUCATION.

Upper and Lower.

28. Secondary instruction continues to be given in nearly all the Anglo-Vernacular and in a few of the Vernacular schools of the province.

29. The following statement shows their classification and the figures regarding the number of boys' schools and pupils attending during the year under report and the one previous :—

Classification of schools.	1888-89.		1889-90.	
	Schools.	Pupils.	Schools.	Pupils.
High English.				
Maintained by the department	2	277	2	360
Maintained by Municipal Boards	3	741	3	689
Aided under the Grant-in-aid Rules of 1887	3	1,247	3	1,279
Unaided	...	...	...	...
Total ...	8	2,265	8	2,328
Middle English.				
Maintained by the department	1	134	1	150
Maintained by Municipal Boards	14	1,469	12	1,345
Aided under the Grant-in-aid Rules of 1887	19	2,848	19	3,060
Unaided	...	...	...	
Total ...	34	4,451	32	4,555
Middle Vernacular.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	1	62	...	...
Aided under the Grant-in-aid Rules of 1887	...	...	...	...
Aided under the Rules for Indigenous Schools ...	18	1,264	20	1,348
Unaided	...	...	...	...
Total ...	19	1,326	20	1,348
GRAND TOTAL ...	61	8,042	60	8,231

From the above figures it will be seen that the number of high schools remains the same.

Among middle English schools the Municipal schools at Toungoo and at Gyobingauk were closed as being unnecessary. The place of the former has been filled by an aided school under the management of the S. P. G.

Vernacular middle schools show a small increase of one only, two indigenous schools having been added to the list against one Municipal Vernacular school closed at Thônzè. Thus there is no increase in the number of schools, but the pupils have increased by 189, or 2·4 per cent., the gain being in all classes of schools except in those (Anglo-Vernacular) maintained by Municipal agency, which show a decrease of 176. The closing of the Toungoo and Gyobingauk schools will more than account for this.

Pupils in secondary schools generally have increased by 2·4 per cent, the respective increases being in high schools 3 per cent., in middle English schools 2·3 per cent., in middle Vernacular schools 1·6 per cent. only.

30. The following statement shows the results of the Calcutta University Entrance and local Middle School examinations for the years 1888-89 and 1889-90 :—

Class of institution.	1888-89.			1889-90.		
	Entrance.	Middle.	Total.	Entrance.	Middle.	Total.
From public schools under public management ...	8	134	142	18	41	59
From public schools under private management ...	7	126	133	5	40	45
Aided by the Grant-in-aid Rules of 1887 ...	...	...	...	...	...	...
From public schools under private management and aided under the Rules for Indigenous Schools.	...	56	56	...	11	11
Total ...	15	316	331	23	92	115

31. The schools which succeeded in passing candidates at the Entrance examination were the following :—

Name of school.	Division.			Total.
	First.	Second.	Third.	
Rangoon College	...	6	5	11
Akyab high school	...	2	1	3
Moulmein high school	...	...	1	1
Bassein high school	...	2	1	3
St. Paul's Institution, Rangoon	...	2	2	4
St. John's College, S. P. G., Rangoon	...	...	1	1
Total ...	...	12	11	23

32. The following table shows the attendance and expenditure in Government and aided boys' schools of secondary instruction :—

Class of school.	Number of schools.	Number of pupils on the rolls on the 31st March 1890.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure		
					From Government funds.	From other sources.	Total.
High English.					Rs.	Rs.	Rs.
Maintained by the department ...	2	360	322	279	15,970	7,506	23,476
Maintained by Municipal Boards ...	3	689	753	624	25,850	12,238	38,088
Aided under the Grant-in-aid Rules of 1887.	3	1,279	1,368	1,113	11,254	35,426	46,680
Total ...	8	2,328	2,443	2,016	53,074	55,170	1,08,244
Middle English.							
Maintained by the department ...	1	150	162	132	7,785	5,734	13,519
Maintained by Municipal Boards' ...	12	1,845	1,835	1,112	48,794	13,208	62,002
Aided under the Grant-in-aid Rules of 1887.	19	3,060	3,019	2,502	15,150	70,177	85,327
Total ...	32	4,555	4,516	3,746	71,729	89,119	1,60,848
Middle Vernacular.							
Maintained by the department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules of 1887.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	20	1,348	1,348	1,348	11,681	...	11,681
Total ...	20	1,348	1,348	1,348	11,681	...	11,681
Grand Total ...	60	8,231	8,307	7,110	1,36,484	1,44,289	2,80,773

In the previous year the expenditure on 61 public secondary schools was Rs. 2,94,439 of which Rs. 1,48,548 were contributed by the Government or by Municipalities and Rs. 1,45,891 came from private sources. This year the total expenditure is less by Rs. 13,666, and is accounted for by a saving in public funds of Rs. 12,064 and by a decrease of Rs. 1,602 on income from private sources. There has been, as already pointed out, a decided improvement in the fee receipts of the year both in schools under public and under private management.

33. Appended is a list of secondary schools which present candidates at the Entrance and Middle School examinations, and the number of pupils passed from each during the two years 1888-89 and 1889-90.

Division.	District.	Name of school.	1888-89.			1889-90.		
			Entrance.	Middle.	Total.	Entrance.	Middle.	Total.
Arakan.	Akyab	Municipal High school ...	...	6	6	3	3	6
		Government Normal school ...	...	7	7	...	1	1
		Minsaya Kyaung ...	...	2	2	...	..	...
		Girls' school	...	...	...	...	1	1
	Kyaukpyu	Municipal Middle school ...	...	5	5	...	1	1
		Municipal Middle school, Ramree.	...	1	1	...	...	...
	Sandoway	Municipal Middle school ...	...	6	6	...	1	1
		Maung Kade's Lay school ...	...	2	2	...	2	2
		Ôk Kyaung Gwa ...	...	1	1	...	...	...
Pegu.	Rangoon	Syndicate High school ...	8	...	8	11	2	13
		Syndicate Middle school ...	...	32	32	...	13	13
		St. John's College, S. P. G. ...	2	34	36	1	5	6
		St. Paul's High school ...	3	9	12	4	7	11
		St. John's Convent ...	2	10	12	...	2	2
		Methodist Episcopal school ...	...	2	2	...	...	...
		St. Anthony's school ...	...	1	1	...	1	1
		Diocesan Girls' school ...	...	2	2	...	...	...
		Baptist College (Alôn) ...	...	1	1	...	1	1
		Old Convent, Vernacular ...	...	2	2	...	1	1
		A. B. M. Girls' school, Kemmendine.	...	15	15	...	1	1
		A. B. M. Girls' school, Normal class, Kemmendine.	...	...	...	...	5	5
		Lutheran Mission school ...	...	2	2	...	1	1
		Pegu Karen High school ...	...	2	2	...	...	...
		Cantonment Anglo-Vernacular school.	...	1	1	...	...	...
		Syndicate Primary school ...	...	1	1	...	...	...
		U Shwe Ôn's Lay school ...	...	1	1	...	...	...
		U Ôn Gaing's Lay school ...	...	1	1	...	...	...
	Hanthawaddy	Maung Shwe Wa's Lay school ...	...	3	3	...	1	1
		Maung Tha Byaw's Lay school ...	...	1	1	...	...	...
		Maung Po Sin's Lay school ...	...	2	2	...	...	...
		Maung Shwe Pyo's Lay school ...	...	2	2	...	...	...
		Maung Pan U's Lay school ...	...	1	1	...	...	...
	Pegu	Maung Tun Win's Lay school ...	...	1	1	...	...	...
		U Teza Monastic school ...	...	2	2	...	...	...
	Tharrawaddy	Municipal Middle school, Thônzè ...	...	5	5	...	...	...
		Wazo Kyaung, Mingyi ...	...	1	1	...	...	...
		Maung Sin's Lay school, Letpadan.	...	2	2	...	...	...
		U Meda's Monastic school, Letpadan.	...	1	1	...	...	...
		Maung Naw Tin's Lay school, Kuntywin.	...	1	1	...	...	...
		U Kalyana's Monastic school, Ôkpo.	...	4	4	...	...	...
		Maung Shwe Tokè's Lay school, Tapun	...	1	1	...	...	...
		U Kyaw's Lay school, Mahabaung.	...	1	1	...	...	...
		Maung Paw Tun's Lay school, Letpadan.	...	1	1	...	...	...
		Roman Catholic school, Letpadan.	...	...	...	...	1	1
	Prome	Municipal Middle school, Paungdè.	...	6	6	...	...	...
		Carried over ...	15	181	196	19	50	69

Division.	District.	Name of school.	1888-89.			1889-90.		
			Entrance.	Middle.	Total.	Entrance.	Middle.	Total.
		Brought forward ...	15	181	196	19	50	69
Pegu—concluded.	Prome—*concld.*	Maung Aung Dôk's Lay school, Padigôn.	...	2	2	...	1	1
		Maung Myat Thu's Lay school, Kaddôk.	...	1	1	...	...	...
		Municipal Middle school, Shwedaung.	...	3	3	...	...	...
		Municipal Middle school, Prome	...	2	2	...	4	4
		Maung So's Lay school, Dayingaw, Prome.	...	2	2	...	...	...
		Maung Taung Bo's Lay school, Thègôn.	...	1	1	...	...	...
Irrawaddy.	Thôngwa	Municipal Middle school, Yandoon.	..	3	3	...	...	...
	Bassein	Municipal High school ...	...	13	13	3	2	5
		A. B. M. Karen Institute ...	...	3	3	...	...	...
		Maung Hmu's Lay school ...	...	2	2	...	...	...
		U Pandi's Monastic school ...	...	...	...	...	1	1
		St. Peter's Institute ..	...	1	1	...	...	...
		Maung Aung Myat's Lay school, Kyunpyaw.	...	3	3	...	2	2
		Maung San La Baw's Lay school.	...	1	1	...	...	...
		A. B. M. Pwo Karen school ...	...	4	4	...	...	...
	Henzada	Municipal Middle school ..	...	3	3	...	...	...
		Municipal Middle school, Myanaung.	...	...	...	...	1	1
		Municipal Middle school, Kyangin.	...	1	1	...	...	...
		U Sandina's Monastic school ...	...	1	1	...	...	...
		St. Peter's S. P. G. school ...	..	4	4	...	...	...
		Maung Pauk's Lay school, Zalun.	...	1	1	...	...	...
		Ma Pu's Lay school, Kyangin	...	1	1	...	...	...
		U Nyana's Monastic school, Zalun.	...	...	...	...	1	1
Tenasserim.	Moulmein	Government High school ...	...	18	18	1	5	6
		Government Normal school ...	...	2	2	...	1	1
		St. Joseph's Convent ...	...	5	5	...	3	3
		St Patrick's school ...	...	6	6	...	1	1
		A. B. M. Boys' school ...	...	4	4	...	...	...
		Cantonment school ...	...	...	...	...	2	2
		St. Augustine's S. P. G. school	...	6	6	...	3	3
		Eurasian Home ...	...	...	...	...	1	1
		St. Mathew's school ...	...	4	4	...	...	...
		A. B. M. Morton Lane Girls' school.	...	3	3	...	7	7
		Maung Shwe Thaw's Lay school, Mopun.	...	1	1	...	...	...
	Amherst	Mandawin's Monastic school, Kyauktaw.	...	1	1	...	...	...
	Shwegyin	Municipal Middle school ..	...	4	4	...	1	1
		Maung Aung Myat's Lay school.	...	1	1	...	...	...
		Maung Po Min's school ...	...	1	1	...	...	...
		Maung Shin Gyi's school, Sittang.	...	1	1	...	...	...
		Dayin Kyaung ...	...	1	1	...	...	...
		Maung So's Lay school, Winpadaw.	...	1	1	...	...	...
		Maung San Ya's school ...	...	...	...	...	1	1
	Toungoo	Municipal Middle school ...	...	4	4	...	...	...
		St. Luke's S. P. G. school ...	...	2	2	...	2	2
		Carried over ...	15	298	313	23	89	112

Division.	District.	Name of school.	1888-89.			1889-90.		
			Entrance.	Middle.	Total	Entrance.	Middle.	Total.
Tenasserim—concluded.		Brought forward ...	15	298	313	23	89	112
	Toungoo—*concld.*	R. C. M. Anglo-Vernacular Boys' school.	...	2	2	...	...	..
		R. C. M. Vernacular Boys' school.	...	1	1	...	...	...
		Saya E's Lay school ...	...	1	1	..	...	...
		Maung Po Nya's Lay school ...	...	1	1	...	...	...
	Tavoy ...	Municipal Middle school ...	...	11	11	...	...	...
		A. B. M. Karen school ...	...	...	..	...	1	1
		Maung Lu Din's Lay school ...	...	...	...	...	1	1
	Mergui	Municipal Middle school ...	...	1	1	...	1	1
		Grand Total ...	15	315	330	23	92	115

The passes in the Entrance have gone up from 15 to 23; but this cannot be regarded as a sign of decided progress when it is remembered what the high schools cost; that 10 schools between them have raised the total by only 8; and that 66 candidates were sent up.

34. The following table shows the number sent from each school and the number that passed:—

No.	Name of school.	Sent up.	Passed.
1	St. John's Convent, Rangoon	4	...
2	Episcopal Methodist Girls' School, Rangoon	1	...
3	St. Joseph's Convent, Moulmein	...	...
4	St. Paul's R. C. M. High School, Rangoon	8	4
5	St. John's S. P. G. College, Rangoon	5	1
6	Baptist Mission College, Rangoon	1	...
7	High School, Akyab	7	3
8	High School, Bassein	6	3
9	High School, Moulmein	4	1
10	Rangoon College	30	11
	Total ...	66	23

This result is partly due to the fact that the Middle School examination has not been hitherto a fit test for passing boys into the Entrance stage, which consists of two years only. The material the high schools have had to work upon has not been good. It is also due, in some cases, to want of proper supervision, adequate staff, and the necessary organization in the Entrance classes.

There has been an enormous fall in the middle school passes from 315 to 92. By "passes" are meant "full passes" to distinguish them from the "partial passes" that were allowed up to the 31st March 1889.

This is explained partly by the fact that, owing to the attention of the Syndicate having been called by the Government during the year to the unsatisfactory state of the Middle School examinations, a "Board of Moderators" was appointed to see that the examinations were made in future a better test of fitness for admitting boys to the Entrance stage. The result was that the papers were somewhat harder, though by no means too hard for any boy to gain the low

minimum of 33 per cent. required under the rules, if he had been taught the course thoroughly and well. The papers were perhaps in some cases somewhat long; but, even so, a careful analysis of the questions and marks assigned will show that it ought not to have been a difficult matter for a boy to get the necessary one-third.

The cause lies deeper than this. The standards laid down were only three in number, namely, Lower Primary, Upper Primary, and Middle, and no provision had been made for the intermediate stages of instruction into which a middle school naturally divides itself. There was in consequence no proper organization of classes. There was all through the province one huge scramble to rush boys, wholly or partially, through those three stages, without paying any attention to patient, gradual, and thorough grounding from class to class in the intermediate stages. The work was hollow all through and could not stand the slightest raising of the test.

The low standard of the test and the practical dividing of all schools into three classes instead of seven, led to a want of thorough preparation of the books set, and to the employment in schools of an insufficient staff for doing the work as it ought to be done.

This failure, though a startling one, will do middle school education much good. It will rouse managers and teachers to the necessity for better organization, and better and more patient teaching. It has not, however, been altogether their fault so much as the fault of the system.

To remedy this I summoned a Conference of school-managers in October and laid the whole matter before them. The result has been that a thoroughly good schedule of studies, dividing the work of middle schools into seven standards, was laid in November 1889 before the Government, and along side with it a change in the Grant-in-aid Rules to suit the standards and to allow of aided schools earning grants for every stage instead of as hitherto for only three. Under this new system "attendance-grants" and "partial passes" have been abolished.

These standards, along with the new Grant-in-aid Rules, will, I trust, be a step in the right direction for removing what has been the weak point of education in the province.

A similar system has been proposed for the indigenous schools.

I would here take the opportunity of thanking the school-managers for the ready way in which they responded to my invitation to the Conference and for the patient, thorough business-like manner in which they helped me in drawing up the new standards.

I can assure the Government that the Managers are looking anxiously for the introduction of the new system.

35. I would urge the necessity for leaving the drawing up of standards to the Director of Public Instruction. The Syndicate should, while its present constitution lasts, fix the middle school standard only, just as the University fixes that for the Entrance. All the stages between Middle and Entrance, and from the Middle downward, are matters purely of school organization and discipline, and concern the Educational Department. The Syndicate should have no more to do with them than the University does. The University sets certain standards by which it examines, and does not concern itself with the studies or the class organization of the High Schools and Colleges affiliated to it. Such interference would be hurtful. The position the University holds to higher education the Syndicate here should hold to middle class education. It should set the 7th standard and examine by it, and leave the rest to the Education Department, both as to the fixing of standards and examining by them.

The difficulty as to a supply of competent teachers will, I trust, be gradually met now that the high and normal schools of Moulmein are to be amalgamated, and the normal school is to be made a thoroughly good institution for preparing Anglo-Vernacular as well as Vernacular teachers.

I should like to see aided and Municipal schools insisting more than they do upon their teachers preparing themselves for the various teachership examinations.

With regard to middle school education, Municipalities everywhere have been urged to improve the staff and income of their schools. In some cases the Committees have taken up the question very thoroughly and put both on a better footing. But several are simply wasting their funds over middle English schools that bring in little or no income from fees, cost an absurdly large amount, and do nothing beyond provide occupation for a few favoured teachers, and middle school education for the sons of a few well-to-do inhabitants, to the almost utter neglect of primary education in the school and in the town.

I have elsewhere drawn attention to the damaging effect on indigenous education when the fees in the Municipal middle English school are so low as to prevent the sayagyis from earning a livelihood.

SECTION V.

PRIMARY INSTRUCTION.

36. The following statement compares the statistics of primary schools for the past two years :—

Class of instruction.	Number of primary schools under inspection.		Attendance.		Number of pupils passed.			
					Upper Primary examination.		Lower Primary examination.	
	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
Public institutions under public management.	37	28	3,246	2,667	143	190	246	259
Public institutions under private management.	42	42	4,790	4,460	265	398	370	485
Indigenous schools, aided. Burmese ...	2,407	2,567	68,205	71,133	703	737	2,061	1,991
Karen ...	379	419	11,118	12,390	207	251	652	729
Mahomedan ...	20	23	447	507	...	...	...	...
Total ...	2,885	3,079	87,806	91,157.	1,318	1,576	3,329	3,464

The decrease of nine in public schools under public management arises from the closing of the Lemyethna, Toungoo, and Thatôn Municipal Vernacular schools, of the Gyobingauk and Toungoo Municipal Anglo-Vernacular Schools, of the Mahomedan department of the Akyab high school; and of the Lemyethna, Henzada, and Pantanaw Municipal Girls' Schools.

The Vernacular institutions were closed as being unnecessary and prejudicial to private enterprise; the Gyobingauk Anglo-Vernacular School as unsuccessful and unnecessary, other and better schools being within easy reach by railway; the Toungoo school as unnecessary and prejudicial to the success of the two aided institutions close at hand.

The number of public institutions under private management is the same as last year. The small Anglo-Tamil school in Rangoon, under the management of the Episcopal Methodist Mission, was registered under the Grant-in-aid Rules, and the S. P. G. school (St. Peter's) at Henzada was removed for inefficiency.

Indigenous Burmese institutions show an increase of 160, some that were removed from the list last year as being unfit to be termed schools having this year been found able to meet the conditions of registration.

Karen schools increased by 40. Mahomedan schools in the Akyab district show a small increase of three.

Attendance of pupils at institutions under public management has decreased by 579, a number not disproportionate to the loss of schools. It may be assumed that there is no real loss of scholars, and that they have simply been transferred from one class of institutions to another.

The increase in the number of full passes gained points to a general improvement in institutions of all kinds except in Burmese indigenous schools, which have lost 70 under the Lower Primary standard. It is reported that this loss is chiefly in monastic institutions, in which teaching effort is relaxed since the withdrawal of money-grants. It would, however, be more correct to say that pupils neither attend as regularly nor study as diligently as before, now that the monks are unable either to secure their attendance by feeding them or to reward their efforts with gifts.

A.—Non-indigenous Institutions.

37. In the following paragraphs more detailed information is given of the condition of primary schools of the above class in the various parts of the province.

Arakan Division.

38. There are six Government and Municipal institutions, and one school is registered under the Grant-in-aid Rules.

The number of full passes was as follows:

Name of institution.	1888-89.	1889-90.
Government and Municipal	78	64
Registered aided	8	2

The Practising department of the Akyab normal school and the Sandoway Municipal school alone show progress, their full passes having increased by six and three respectively.

The Mahomedan department of the Akyab high school being no longer treated as a separate institution, and the Paletwa school having been in a disorganized state, five full passes were lost in these schools. The Akyab high school and the Kyaukpyu school did very poorly, and Ramree showed a small decrease.

The Akyab girls' school was put at a great disadvantage by the opening of a Roman Catholic Convent school late in the year, which drew away many children immediately before the annual inspection. Full passes consequently fell off considerably and the money-grant to the school was seriously diminished. Good work is being done in this school and, as it meets a local want, every effort is being made to carry it on.

Since the close of the year it has suffered a further heavy loss in the death of Mrs. Lackersteen, the Head Mistress, an able teacher, who had been in charge for many years.

Pegu Division.

39. There are nine Government and Municipal schools. Under the Grant-in-aid Rules there are 23 schools.

The number of full passes was as follows:

Name of institution.	1888-89.	1889-90.
Government and Municipal schools	96	170
Registered aided	360	469

The above figures indicate general progress and increased efficiency, there being a total increase of 74 passes in Government and Municipal, and 109 in registered aided schools, at the rate of 77 per cent. in the former and 30 per cent. in the latter class of institution. This is a marked improvement on the previous year, when the percentages of progress were 10·3 and 12·5 only.

All Government and Municipal schools remaining on the list show progress.

The closing of Gyobingauk and Thônzè schools caused a loss of 14 full passes.

The following are the details:

Name of institution.	1888-89.	1889-90.	Results.
Municipal Boys' School, Rangoon	51	60	+ 9
Municipal Boys' School, Pegu	4	24	+ 20
Municipal Boys' School, Prome	5	40	+ 35
Municipal Boys' School, Paungdè	7	13	+ 6
Municipal Boys' School, Shwedaung	7	14	+ 7
Municipal Girls' School, Rangoon	5	9	+ 4
Municipal Girls' School, Shwedaung	3	10	+ 7

These figures are very satisfactory and show that Municipal schools are doing better work than in 1888-89.

Further improvement is looked for from the Vernacular Girls' School Shwedaung, which to justify its continued existence must prove itself far superior to the surrounding indigenous schools.

In the 23 registered aided schools also solid progress has been made.

The following schools have obtained increase of more than 30 per cent. in their passes:—

Name of institution.	1888-89.	1889-90.	Results.
St. Paul's High School	58	105	+ 47
St. Anthony's Tamil School	46	63	+ 17
A. B. M. Anglo-Tamil School	4	7	+ 3
Cantonment Tamil School	2	12	+ 10
Old Convent Anglo-Vernacular	5	8	+ 3
Old Convent Vernacular	...	22	+ 22
St. Michael's S. P. G.	...	5	+ 5
St. Barnabas' S. P. G.	2	22	+ 20
St. John's R. C. Convent	44	64	+ 20
Lutheran Mission	...	3	+ 3

The following show slight improvement:—

Name of institution.	1888-89.	1889-90.	Results.
St. John's College	60	64	+ 4
A. B. M. Sgau-Karen	34	40	+ 6

40. All other schools show decreases. St. Gabriel's Tamil School requires a better qualified staff of teachers and improved accommodation. But with the funds at its command, it is doubtful if any change for the better can be looked for. Unless improvement is shown at the next inspection, its retention on the Grant-in-aid register will become a matter for consideration.

The Diocesan Boys' and Girls' Schools show decreases of eight and four full passes respectively. The condition of these schools was very unsatisfactory during the latter part of the year.

The schools need a good staff and such arrangements as shall induce good teachers to stay.

St. Mary's S. P. G. (girls), the Episcopal Methodist (girls), the A. B. M. (boys), from unexplained causes, have fallen off this year (the two latter perhaps from changes in management and staff), but they are all working steadily, and an early recovery of efficiency may be looked for.

The loss of 11 full passes at the A. B. M. Girls' School, Kemmendine, was due to an outbreak of severe illness, which broke up the school for some months before the annual inspection.

This excellent institution has now re-assembled, and is again hard at work. It stands second to none in the province for the good it is doing in educating the women of Burma.

The A. B. M. school at Zigôn would probably be a useful school if more vigorously managed. That at Prome shows very low results and the desirability of its retention on the Grant-in-aid register is very questionable.

Irrawaddy Division.

41. In this division there were 10 Municipal and six registered aided schools working during the year.

The number of full passes was as follows:

Name of institution.	1888-89.	1889-90.
Government and Municipal	115	121
Registered aided	115	148
Total ...	230	269

The percentage of increase for Government and Municipal schools is therefore 5·2, and for registered aided institutions 28·7.

The following are the figures for each Municipal school:—

Name of institution.	1888-89.	1889-90.	Results.
Henzada	6	19	+ 13
Myanaung	6	19	+ 13
Kyaugin	5	17	+ 12
Yandoon	12	18	+ 6
Lemyethna	6	7	+ 1
Bassein high school	36	20	− 16
Ngathainggyaung	5	2	− 3
Allanmyo	12	9	− 3

The four schools first named are well established and give promise of further improvement; but it is doubtful whether that at Lemyethna can be maintained. The Bassein high school has been very badly managed for some time past and its failure was not surprising. Its affairs have been since thoroughly overhauled and improvement may be expected.

Ngathainggyaung school was closed after the inspection, it being found unsuccessful and unnecessary.

The condition of the Allanmyo school is decidedly bad; but the Town Committee, in spite of the expressed opinion of all who have visited the school, persist in carrying it on and throwing their money away on it. It should be either made a good school or closed.

The registered aided schools of the division have, as a rule, improved. The following are the details of passes:—

Name of institution.	1888-89.	1889-90.	Results.
A. B. M. Sgau-Karen, Bassein	63	66	+ 3
A. B. M. Pwo-Karen, Bassein	16	21	+ 5
St. Andrew's S. P. G., Thayetmyo	5	32	+27
St. Peter's S. P. G., Henzada	8	17	+ 9
A. B. M. Pwo-Karen, Thôngwa	11	7	— 4
St. Peter's R. C. M., Bassein	12	5	— 7

The two Karen schools that head the list are making marked progress, as also is St. Andrew's School, which under the Rev. Mr. Krishna's able direction amply meets the wants of Thayetmyo and the neighbourhood.

The A. B. M. Pwo-Karen School at Thôngwa is doing good steady work and, when it is moved to its new building, should rapidly improve.

St. Peter's (Roman Catholic) Vernacular School at Bassein, chiefly for Karens, has for some time past shown little activity. Its condition, however, is improving and the falling off in full passes, it may be hoped, is not permanent.

Tenasserim Division.

42. There are 10 Government and Municipal, and 13 registered aided schools.

The number of full passes was as follows:

Name of institution.	1888-89.	1889-90.
Government and Municipal	105	94
Registered aided	152	264
Total ...	257	358

Government and Municipal institutions show a decrease on full passes of 10·4 per cent. The closing of the Toungoo and Thatôn Anglo-Vernacular and Vernacular Boys', and the Toungoo Vernacular Girls' Schools more than accounts for the loss.

Full passes in the two schools have increased thus :

Name of institution.	1888-89.	1889-90.	Results.
Government High School, Moulmein	1	44	+43
Municipal School, Shwegyin	17	22	+ 5

The foregoing figures show the primary department of the Government school, Moulmein, to be in a far more satisfactory state than in the previous year.

The Shwegyin school has improved much under the management of Mr. Campagnac.

The primary department of the undermentioned schools have retrograded :—

Name of institution.	1888-89.	1889-90.	Results.
Municipal Girls' School, Mergui	8	...	—8
Practising class, Normal School, Moulmein	12	5	—7
Municipal School, Tavoy	21	17	—4
Municipal School, Mergui	10	6	—4

The girls' school at Mergui, which is virtually a branch of the Municipal school, suffered from laxity in the management and it has since been closed.

The certificated mistress took little interest in her work as she desired to leave the place. No fees were levied and the pupils were allowed to attend or not as they chose.

The Practising class of the normal school again shows a decrease.

The Tavoy Municipal School would probably have secured better results had not several qualified pupils been lost for examination by premature promotion to higher departments.

The Mergui Municipal School shows a falling-off of passes, which, it is expected, will be only temporary, as the present condition of the Primary Department is satisfactory.

The Town School at Kawkareik, which has been open for two years, has not yet reached the lower primary stage. It is a waste of money to keep this school up.

Registered aided schools show an increase on full passes of 73·7 per cent., a very satisfactory result.

The following schools show the greatest improvement :—

Name of institution.	1888-89.	1889-90.	Results.
St. Joseph's Convent, Toungoo	...	7	+ 7
St. Patrick's R. C. School, Moulmein	18	92	+74
A. B. M. Karen School, Tavoy	2	8	+ 6
St. Matthew's School, Moulmein	3	9	+ 6
R. C. M. Boys' School, Toungoo	13	32	+19
St. Augustine's S. P. G., Moulmein	14	32	+18
St. Joseph's Convent, Moulmein	10	20	+10
Cantonment School, Moulmein	2	3	+ 1

St. Joseph's Convent, Toungoo, has this year been able to secure some success. It is a small school, fulfilling a local want, and may yet improve.

The great improvement shown by St. Patrick's School for boys and St. Joseph's Convent for girls (Moulmein) is due to the determination of the Managers to place their primary departments on a satisfactory footing. This led them the previous year to keep back many candidates who were not, in their opinion, up to the proper standard.

The A. B. M. Karen School, Tavoy, has now a good staff of teachers and is recovering from the effects of the Rev. Mr. and Mrs. Morrow's absence in America.

The Roman Catholic Boys' School at Toungoo appears to have profited by the closing of the Municipal school, but the primary school staff is too weak, and there seems no prospect of strengthening it for want of funds. At the same time it should be pointed out that only 25 out of 134 primary pupils were paying more than an 8-anna fee. One of the arguments put forward for the closing of the Municipal school was that its low rate of fees was preventing aided schools from obtaining a proper income.

St. Augustine's School, Moulmein, shows improvement that, I trust, will be permanent.

The Eurasian Home School obtained eight full passes as in the previous year. It is doing excellent work among the poorer section of the European population. It is to be regretted that Miss Bunn has been transferred to another charge.

The following schools show a decrease in the full passes gained:

Name of institution.	1888-89.	1889-90.	Results.
Karen Normal School, Moulmein	2	...	— 2
A. B. M. Boys' School, Moulmein	22	12	—10
A. B. M. Morton Lane Girls' School, Moulmein	25	18	— 7
St. Luke's S. P. G., Toungoo.	33	23	—10

In December last the Karen School, Moulmein, was at a standstill. The attempts made about five years ago to place the institution on a satisfactory footing in its relations with the Karen villages do not seem to have been successful.

Something definite will have to be done if this school is to be retained on the registered list.

The A. B. M. Boys' School suffered considerably from the change of management consequent on Miss Barrow's departure from Moulmein.

The condition of the institution, however, is sound, and it will probably next year resume its former place among the best schools of the province.

Morton Lane Girls' School shows a falling off that is probably only temporary. The institution is in capital order.

St. Luke's School, S. P. G., Toungoo, it was expected would show much improvement on the closing of the Municipal school. Full passes have on the contrary fallen off. A change of Head Masters early in the year may perhaps have had the effect of checking work.

One school, the A. B. M. Tamil and Telugu School at Moulmein, received some few years ago a building-grant. A school-house was built but no efforts have since been made to bring the school into a state fit for registration. The attention of the Manager has been called to this.

Indigenous Schools.

43. In the year 1888-89, as mentioned in the report for that year, the number of schools was largely reduced (from 4,950 to 2,806) by the removal from the register of a large number in which virtually no educational work was being carried on. It was thought probable that the refusal of the department to recognize as schools small groups of children less than 12 in number, and working for less than four months in the year, with no more than four able to read and write their Vernacular by the lower primary standard, would stir the managers up.

The forecast was correct. Of the 203 schools added to the list during the year under report the larger number are old schools that have worked up to fulfil the conditions required for registration. The corresponding increase in pupils is nearly 21 per school, or about double the average attendance of the schools struck off in 1888-89, though below the general average of registered schools, which is 27·9 against 28·4 in the previous year.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1890.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Number of Pupils who have passed: Middle school examination. Boys.	Girls.	Upper primary school examination. Boys.	Girls.	Lower primary school examination. Boys.	Girls.	Direct expenditure from Public Funds: Provincial funds.	Local cess funds.	Municipal funds.	Total.	Details of amount in column 23. Results grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendence: Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic	35	58	8	86	1,963	...	1,963	26	635	...	...	...	15	...	19	...	...	2,412	526	2,938	83	2,855	...	62	1,328	...	29·55
		Lay	24	13	3	34	980	233	1,213	26	866	227	...	...	32	...	71	1	...	4,004	2,058	6,662	1,413	5,249	...	6	114	6	76·47
		Total	62	71	11	122	2,943	233	3,176	52	1,501	227	...	...	47	...	90	1	...	7,016	2,584	9,600	1,496	8,104	...	70	1,442	6	42·62
	Northern Arakan.	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic	76	50	11	115	2,865	...	1,865	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	115	1,865	...	...
		Lay	10	2	3	9	335	59	294	9	235	59	...	...	15	...	19	2	...	1,924	558	2,482	911	1,541	30	...	...	...	100·00
		Total	86	52	14	124	2,100	59	2,159	9	235	59	...	...	15	...	19	2	...	1,924	558	2,482	911	1,541	30	115	1,865	...	7·26
	Sandoway	Monastic	20	10	8	23	332	...	332	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22	332	...	...
		Lay	8	1	2	7	242	31	273	7	242	31	2	...	11	...	21	2	...	800	709	1,509	566	943	...	...	...	...	100·00
		Total	28	11	10	29	574	31	605	7	242	31	2	...	11	...	21	2	...	800	709	1,509	566	943	...	22	332	...	24·14
Pegu.	Rangoon Town.	Monastic	41	5	23	23	506	...	506	4	152	...	...	...	9	...	8	...	...	...	997	997	57	940	...	19	354	...	17·39
		Lay	56	7	8	55	1,692	893	2,585	46	1,553	830	...	...	18	2	105	16	...	...	11,237	11,237	4,736	6,501	...	9	139	63	83·64
		Total	97	12	31	78	2,198	893	3,091	50	1,705	830	...	...	27	2	113	16	...	...	12,234	12,234	4,793	7,441	...	28	493	63	64·10
	Hanthawaddy.	Monastic	172	2	13	161	4,328	...	4,328	4	121	...	...	...	...	...	...	...	...	...	...	...	...	...	...	157	4,207	...	2·48
		Lay	27	7	6	28	877	426	1,303	19	693	316	1	...	23	2	58	18	...	5,812	...	5,812	2,381	3,351	80	9	184	110	67·86
		Total	199	9	19	189	5,205	426	5,631	23	814	316	1	...	23	2	58	18	...	5,812	...	5,812	2,381	3,351	80	166	4,391	110	12·17
	Pegu	Monastic	247	31	125	153	4,342	21	4,363	37	1,322	21	...	...	15	...	33	1	...	1,039	17	1,056	136	920	..	116	3,020	...	24·18
		Lay	69	29	23	75	1,687	1,020	2,707	47	1,270	738	...	...	41	2	84	17	...	10,540	1,195	11,735	3,583	7,772	430	28	417	222	62·67
		Total	316	60	148	228	6,029	1,041	7,070	84	2,592	749	...	...	56	2	117	18	...	11,579	1,212	12,791	3,669	8,692	430	144	3,437	222	36·84
	Tharrawaddy.	Monastic	66	59	6	121	3,337	19	3,356	68	2,237	19	...	...	22	1	54	4	...	2,227	1,466	3,693	333	3,240	...	53	1,100	...	56·20
		Lay	43	29	5	67	1,612	622	2,234	56	1,508	561	1	...	51	4	115	17	...	5,059	2,338	7,397	3,082	4,335	...	11	104	61	83·58
		Total	111	88	11	188	4,949	641	5,590	124	3,745	580	1	...	73	5	169	21	...	7,286	3,704	10,990	3,415	7,575	...	64	1,204	61	65·96
	Prome	Monastic	196	36	40	192	4,899	...	4,899	10	353	...	...	...	...	...	13	...	...	...	584	584	34	550	...	193	4,346	...	5·21
		Lay	49	9	5	53	1,644	643	2,287	35	1,366	509	1	...	25	4	104	12	...	3,813	5,055	8,868	2,992	5,539	360	18	278	134	66·04
		Total	245	45	45	245	6,543	643	6,986	45	1,719	509	1	...	25	4	117	12	...	3,813	5,639	9,452	3,003	6,089	360	200	4,624	134	18·37
Irrawaddy.	Bassein	Monastic	149	37	30	147	3,133	...	3,133	10	343	..	1	...	14	...	24	...	...	2,293	1,472	3,765	285	3,480	...	137	2,790	...	6·89
		Lay	45	15	11	49	1,232	427	1,659	30	934	278	3	...	43	1	106	14	...	2,349	4,122	6,471	2,572	3,899	...	19	296	149	61·22
		Total	194	52	50	196	4,365	427	4,792	40	1,277	278	3	...	57	1	130	14	...	4,642	5,594	10,236	2,857	7,379	...	156	3,086	149	20·41
	Thôngwa	Monastic	190	52	30	212	4,687	...	4,687	33	1,106	...	...	...	9	...	23	...	...	714	9	723	483	240	...	173	3,581	...	18·40
		Lay	57	18	9	66	1,926	743	2,669	57	1,768	638	...	...	68	6	207	39	...	10,670	4,853	15,523	4,552	10,971	...	9	158	105	86·36
		Total	247	70	39	278	6,613	743	7,356	90	2,874	638	...	...	77	6	230	39	...	11,384	4,862	16,246	5,035	11,211	...	182	3,739	105	34·53

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1890—concluded.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Number of pupils who have passed: Middle school examination: Boys.	Middle school examination: Girls.	Upper primary school examination: Boys.	Upper primary school examination: Girls.	Lower primary school examination: Boys.	Lower primary school examination: Girls.	Direct expenditure from public funds: Provincial funds	Local cess funds.	Municipal funds.	Total.	Details of amount in column 23: Results grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Irrawaddy—*concld.*	Henzada.	Monastic	143	11	21	133	3,288	...	3,288	30	1,096	...	1	...	29	...	59	...	...	945	2,754	3,699	504	3,195	...	103	2,902	...	22·56
		Lay	41	10	9	42	1,095	507	1,602	32	955	433	...	...	51	5	99	22	...	4,088	5,007	9,095	2,762	5,984	349	10	140	74	76·19
		Total	184	21	30	175	4,383	507	4,890	62	2,041	433	1	...	80	5	158	22	...	5,033	7,761	12,794	3,266	9,179	349	113	2,342	74	35·43
	Thayetmyo	Monastic	225	65	6	282	4,881	...	4,881	22	619	...	...	...	...	...	16	...	...	400	541	941	101	840	...	260	4,262	...	7·80
		Lay	26	7	4	29	549	278	827	21	458	244	...	...	5	...	48	7	...	1,052	1,837	2,889	832	2,032	25	8	91	34	72·41
		Total	251	72	12	311	5,430	278	5,708	43	1,077	244	...	...	5	...	64	7	...	1,452	2,378	3,830	933	2,872	25	268	4,353	34	13·83
Tenasserim.	Moulmein Town.	Monastic	4	...	...	4	149	...	149	4	149	...	...	...	3	...	10	...	756	...	...	758	38	720	...	...	...	...	100·00
		Lay	16	3	6	13	656	258	914	13	656	258	...	...	22	3	30	18	3,204	...	...	3,204	1,884	1,320	...	...	...	...	100·00
		Total	20	3	6	17	805	258	1,063	17	805	258	...	...	25	3	40	18	3,962	...	...	3,962	1,922	2,040	...	...	...	...	100·00
	Amherst	Monastic	27	5	14	18	623	..	623	17	606	..	...	...	11	...	57	...	...	2,694	90	2,784	134	2,650	...	1	15	...	94·44
		Lay	19	7	10	16	461	222	683	16	461	222	...	...	12	...	32	2	...	2,463	...	2,463	858	1,605	...	...	...	...	100·00
		Total	46	12	24	34	1,084	222	1,306	33	1,069	222	...	...	23	...	89	2	...	5,157	90	5,247	992	4,255	...	1	15	...	97·06
	Tavoy	Monastic	17	13	10	20	441	...	441	20	441	...	...	...	1	...	10	...	...	33	360	393	33	360	...	...	...	...	100·00
		Lay	17	4	5	16	476	232	708	16	476	232	1	...	18	9	44	15	...	1,854	1,421	3,275	875	2,400	...	...	...	...	100·00
		Total	34	17	15	36	917	232	1,149	36	917	232	1	...	19	9	54	15	...	1,887	1,781	3,668	908	2,760	...	...	...	...	100·00
	Mergui	Monastic	3	1	...	4	69	...	69	4	69	...	...	...	...	...	5	...	...	84	...	84	84	...	...	...	...	...	100·00
		Lay	7	1	3	5	117	50	167	5	117	50	...	...	1	3	22	7	...	832	603	1,435	366	1,247	...	...	...	...	100·00
		Total	10	2	3	9	186	50	236	9	186	50	...	...	1	3	27	7	...	916	603	1,719	472	1,247	...	...	...	...	100·00
	Shwegyin	Monastic	138	31	16	153	5,336	...	5,336	9	463	...	...	...	14	...	32	...	...	...	534	534	54	480	...	144	4,853	...	5·88
		Lay	40	13	14	39	1,388	620	2,008	23	1,037	382	1	...	70	15	151	41	...	4,123	2,216	6,339	3,238	3,101	...	16	351	238	58·97
		Total	178	44	30	192	6,724	620	7,344	32	1,500	382	1	...	84	15	183	41	...	4,123	2,750	6,873	3,292	3,581	...	160	5,204	238	16·67
	Toungoo	Monastic	92	33	21	104	2,598	5	2,603	17	553	5	...	...	14	...	11	...	...	754	384	1,138	58	1,080	...	87	2,045	...	16·35
		Lay	7	5	...	12	310	173	483	5	183	80	...	...	17	1	36	10	...	193	2,799	2,992	848	2,144	...	7	127	87	41·67
		Total	99	38	21	116	2,908	178	3,086	22	736	91	...	...	31	1	47	10	..	947	3,183	4,130	906	3,224	...	94	2,172	87	18·97
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
		Total	...	...	...	..	...	...	...	..	...	..	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1889-90	Monastic	1,846	492	393	1,952	46,577	45	46,622	321	10,277	45	2	...	156	1	374	5	758	13,595	9,634	23,987	2,437	21,550	...	1,631	36,300		16·44
		Lay	561	180	126	615	17,179	7,437	24,616	463	14,778	6,084	9	...	523	57	1,352	260	3,204	60,176	46,208	1,09,588	38,380	69,934	1,274	152	2,401	1,353	75·28
		Total	2,407	679	519	2,567	63,756	7,482	71,238	784	25,055	6,129	11	...	679	58	1,726	265	3,962	73,771	55,842	1,33,575	40,817	91,484	1,274	1,783	38,701	1,353	30·54
	For 1888-89	.....	4,342	343	2,278	2,407	61,090	7,251	68,331	809	26,412	5,805	54	2	628	75	1,771	290	3,233	68,080	60,600	1,31,913	35,569	94,789	1,555	1,598	34,768	1,446	33·61
	For 1889-90	Increase	.	336	...	160	2,676	231	2,907	...	...	324	...	...	51	...	...	...	729	5,691	...	1,662	5,248	...	...	185	3,933	...	...
		Decrease	1,935	...	1,759	...	...	...	...	25	1,257	..	43	2	...	17	45	25	...	...	4,758	...	...	3,305	281	...	...	93	3·07

Statistical Summary of Indigenous Karen Schools for the

Division	District	Class of institution	SCHOOLS UNDER INSPECTION. Number of Institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	Number of Schools.	Attendance. Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Pegu.	Hanthawaddy	Monastic ...	13	...	3	10	233	...	233	...	...	...
		Lay ...	36	2	...	38	820	267	1,087	20	548	187
		Total ...	49	2	3	48	1,053	267	1,320	20	548	187
	Pegu	Monastic ...	3	...	...	3	67	...	67	...	...	...
		Lay ...	25	5	...	30	640	308	948	20	483	254
		Total ...	28	5	...	33	707	308	1,015	20	483	254
	Tharrawaddy	Monastic ...	4	...	...	4	100	...	100	...	...	...
		Lay ...	21	2	...	23	591	100	781	12	386	117
		Total ...	25	2	...	27	691	100	881	12	386	117
Irrawaddy.	Bassein	Monastic ...	13	...	13	...	...	...	...	...	...	...
		Lay ...	89	18	3	104	1,786	1,420	3,206	84	1,568	1,233
		Total ...	102	18	16	104	1,786	1,420	3,206	84	1,568	1,233
	Thôngwa	Monastic ...	7	...	...	7	171	...	171	...	...	...
		Lay ...	65	6	1	70	1,266	620	1,886	30	733	397
		Total ...	72	6	1	77	1,437	620	2,057	30	733	397
	Henzada	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	27	7	1	33	602	339	941	28	541	308
		Total ...	27	7	1	33	602	339	941	28	541	308
Tenasserim	Amherst	Monastic ...	7	10	...	17	519	...	519	16	499	...
		Lay ...	20	3	2	21	452	181	633	18	415	164
		Total ...	27	13	2	38	971	181	1,152	34	914	164
	Tavoy	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	3	2	...	5	66	54	120	3	42	37
		Total ...	3	2	...	5	66	54	120	3	42	37
	Mergui	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	5	2	...	7	108	84	192	7	108	84
		Total ...	5	2	...	7	108	84	192	7	108	84
	Shwegyin	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	5	2	...	7	141	78	219	3	104	49
		Total ...	5	2	...	7	141	78	219	3	104	49
	Toungoo	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	34	14	10	38	829	441	1,270	13	416	177
		Total ...	34	14	10	38	829	441	1,270	13	416	177
	Salween	Monastic ...	2	...	2	...	...	...	...	...	...	...
		Lay ...	...	2	...	2	13	12	25	2	13	12
		Total ...	2	2	2	2	13	12	25	2	13	12
	For 1889-90	Monastic ...	49	10	18	41	1,090	...	1,090	16	499	...
		Lay ...	330	65	17	378	7,314	3,994	11,308	240	5,337	3,019
		Total ...	379	75	35	419	8,404	3,994	12,398	202	5,836	3,019
	For 1888-89	.....	624	36	281	379	7,469	3,660	11,129	249	5,352	2,832
	For 1889-90	Increase ...	...	39	...	40	935	334	1,269	13	504	187
		Decrease ...	245	...	246	...	...	...	...	...	...	...

Statistical Summary of Mahomedan Schools for the

Arakan.	Akyab	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	20	11	8	23	482	25	507	18	357	22
		Total ...	20	11	8	23	482	25	507	18	357	22
	For 1889-90	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	20	11	8	23	482	25	507	18	357	22
		Total ...	20	11	8	23	482	25	507	18	357	22
	For 1888-89	.....	...	20	...	20	434	13	447	13	319	4
	For 1889-90	Increase ...	20	...	8	3	48	12	60	5	38	18
		Decrease ...	...	9	...	...	...	...	...	...	...	...

official year ending 31st March 1890.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle school examination.		*Upper primary school examination.*		*Lower primary school examination.*						*Details of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results grants.	Salary grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
...	...	...	...	...	...	...	...	...	...	...	...	...	10	233	...	...
...	...	15	4	58	11	...	3,915	...	3,915	2,067	1,848	...	18	272	80	52·03
...	...	15	4	58	11	...	3,915	...	3,915	2,067	1,848	...	28	505	80	41·67
...	...	...	...	...	...	...	...	...	...	...	...	...	3	67	...	...
...	...	21	9	61	31	...	2,827	...	2,827	1,763	1,064	...	10	157	54	66·67
...	...	21	9	61	31	...	2,827	...	2,827	1,763	1,064	...	13	224	54	60·61
...	...	...	...	...	...	...	...	...	...	...	...	...	4	100	...	...
...	...	16	3	47	11	...	2,353	...	2,353	1,273	1,080	...	11	205	73	52·17
...	...	16	3	47	11	...	2,353	...	2,353	1,273	1,080	...	15	305	73	44·44
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	44	22	101	45	...	9,066	...	9,066	5,058	4,008	...	20	218	187	80·77
...	...	44	22	101	45	...	9,066	...	9,066	5,058	4,008	...	20	218	187	80·77
...	...	...	...	...	...	...	...	...	...	...	...	...	7	171	...	...
...	...	32	10	111	41	...	3,935	...	3,935	2,553	1,382	...	34	533	223	51·43
...	...	32	10	111	41	...	3,935	...	3,935	2,553	1,382	...	41	704	223	46·75
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	28	4	57	13	...	2,766	356	3,122	1,838	1,284	...	5	61	31	84·85
...	...	28	4	57	13	...	2,766	356	3,122	1,838	1,284	...	5	61	31	84·85
...	...	...	...	...	...	...	...	...	...	...	...	...	1	20	...	94·12
...	...	11	6	48	12	...	1,532	26	1,558	1,065	493	...	3	37	17	85·71
...	...	11	6	48	12	...	1,532	26	1,558	1,065	493	...	4	57	17	89·47
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	3	...	275	..	275	59	216	...	2	24	17	60·00
...	...	...	...	2	3	...	275	..	275	59	216	...	2	24	17	60·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4	...	9	8	...	424	...	424	174	250	...	...	...	...	100·00
...	...	4	...	9	8	...	424	...	424	174	250	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	3	16	1	...	174	53	227	83	144	...	4	37	20	42·86
...	...	2	3	16	1	...	174	53	227	83	144	...	4	37	20	42·86
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	15	2	30	4	...	1,625	909	2,534	1,505	1,029	...	25	413	264	34·21
...	...	15	2	30	4	...	1,625	909	2,534	1,505	1,029	...	25	413	264	34·21
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	25	591	...	39·02
...	...	188	63	549	180	...	28,892	1,344	30,236	17,438	12,798	...	132	1,957	975	65·08
...	...	188	63	549	180	...	28,892	1,344	30,236	17,438	12,798	...	157	2,548	975	62·53
...	...	155	52	484	168	...	24,664	1,060	25,724	14,352	11,372	...	130	2,117	828	65·70
...	...	33	11	65	12	...	4,228	284	4,512	3,086	1,426	...	27	431	147	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3·17

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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	81	5	86	86	...	...	5	125	3	78·26
...	...	...	...	...	...	...	81	5	86	86	...	...	5	125	3	78·26
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	81	5	86	86	...	...	5	125	3	78·26
...	...	...	...	...	...	...	81	5	86	86	...	...	5	125	3	78·26
...	...	...	...	...	...	...	...	...	...	...	...	...	7	115	0	65·00
...	...	...	...	...	...	...	81	5	86	86	...	...	...	10	...	13·26
...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	6	...

44. The following statement gives the statistics of the indigenous Burmese, Karen, and Mahomedan schools, and the pupils attending them, during the past two years:—

Description.	1888-89.		1889-90.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	2,407	68,205	2,567	71,133
Karen	379	11,118	419	12,390
Mahomedan	20	447	23	507
Total ...	2,806	79,770	3,009	84,030

The results attained by these schools are interesting. They may be tested in two ways—

(i) with reference to their efficiency as judged by their ability to follow the Government standard;

(ii) with reference to their ability, to impart general instruction, incomplete perhaps as judged by the Government standard, but nevertheless of more or less practical value.

Few schools are able to follow the Government standard fully as the majority of their managers are untrained and unqualified men, able to teach little more than the Vernacular language of their pupils. The number of full passes gained, however, is an index of progress in this direction, and the amount earned for results is another. It is satisfactory, in connection with the first of these, to note that there is a net increase of full passes by the primary standards of 85. Monastic schools have, for reasons already stated, largely given up secular education, and to this cause is due a falling off in primary passes of 217. Lay schools, especially those with certificated teachers, on the other hand, continue to improve as is evident from an increase of 332 upper primary passes. As to the second the following figures for the past two years show that general education is making way in these schools:—

Description.	Grant earned.	
	1888-89.	1889-90.
	Rs. A. P.	Rs. A. P.
Burmese schools	55,767 2 4	57,748 10 8
Karen schools	18,052 4 0	20,956 7 6
Mahomedan schools	114 0 0	126 0 0
Total ...	73,933 6 4	78,831 2 2

This is a total increase of Rs. 4,897-11-10. The Karen schools again show a higher rate of progress than the Burmese.

The Hanthawaddy district is the only one in which the results-grant earned by Karen schools is less than before.

Burmese schools, on the other hand, have earned higher grants in the Akyab, Sandoway, Tharrawaddy, Prome, Thôngwa, Moulmein, Amherst, Shwegyin, and Tavoy districts, where lay agency is firmly established.

Successful schools were less by 24 than in 1888-89, monastic schools having fallen from 396 to 321, a loss of 75. Successful lay schools, on the other hand, rose from 413 to 463, an increase of 50, showing how firm the footing is that the latter class of school is gaining.

Lay schools are rapidly gaining strength and the people are beginning to recognize their value, and to come forward more readily to support them. Tuition fees are being more widely collected than before and are more strictly levied. Fee collections are increasing in their amount, there being many schools where they amount to Rs. 15, Rs. 20, and even Rs. 30 per month.

Trained teachers are beginning to see a prospect of being able, with the aid given by Government, to support themselves. It is only within the limits of some Municipalities that this is not possible, because these Municipalities, as I have pointed out elsewhere, are starving indigenous education for the sake of middle English schools kept up at a high cost for a few boys, and are charging for English a ridiculously low fee that starves the indigenous lay school teacher out of the field.

45. This is a fitting place to notice in detail the special systems of aid offered by the Government for the assistance of indigenous schools, lay and monastic.

In addition to the results-grants, there are the "Salary-grants," the "Certificated Burmese Teachers," the "Certificated Karen Teachers," and the "Pupil-teachers" systems.

The Chief Commissioner, in his Resolution on the report for 1888-89, paragraph 7, asked that in this year's report the effect of these systems should be noticed.

(*a*) The salary-grant system, referred to in paragraph 64 of the report for 1888-89, came into operation in April 1889.

It differs from the system it replaced chiefly (i) in requiring the managers of the schools it is designed to assist to be qualified as teachers; (ii) in inviting the interest and co-operation of the people as represented by their local elders; (iii) in providing for half salary-grants as well as to whole ones; (iv) in providing for temporary, and for three years gradually diminishing, salary-grants to qualified teachers who might wish to establish independent schools, but required time to work them up and introduce the fee system on which they would have to a great extent to depend when their salaries ceased; (v) in making it clear to managers that they are expected to look after the young teachers employed in their schools; and (vi) in placing certificated masters and mistresses on the same footing, a concession apparently appreciated by the latter, who will, it may be expected, take a large share in primary school work.

As far as can be judged from the short period of 12 months it has been in force the system generally bids fair to be most useful.

(*b*) The half salary-grants are very suitable for Karen schools, which are well supported by their villages, and for these grants the Karens were the first to apply. Several villages, however, hold back, knowing there are neither funds nor certificated Karen teachers available, and they fear to employ Burmans.

It is intended, at an early date, to call on the managers of certain long established and prosperous schools which now draw full salaries, to bear half the cost of their certificated assistants, and so set free funds for places urgently in need of aid.

(*c*) Temporary salary-grants to the number of 19 were made during the year. The whole of these were taken up by certificated teachers who, up to the 31st December, had been working under the old Arakan Rules, which set no term to the period for which the salaries were to be paid. These teachers were under no stimulating influence which would induce them to collect fees, and they made absolutely no effort to do so. Some of them now appear to be doing fairly well, collecting fees, and earning good grants. It is hoped that they will be firmly established and become permanent teachers in the places they are now working in.

Applications for temporary salary-grants are coming in, but great care is taken to entertain only those that are really well supported by local elders and show clearly a disposition on the part of the people to pay tuition fees. Without this the prospect of permanence is poor, and failure is not only undesirable, but is a waste of funds.

(*d*) The Teachers' Certificate system, designed to provide a supply of trained teachers, both Anglo-Vernacular and Vernacular, needs further development.

Vernacular teachers are recruited from the normal schools and from the ranks of pupil-teachers, who after three and sometimes even two years' service are able to pass the Middle School and School-management examinations, thereby qualifying for a full teacher's certificate. Many very promising teachers have been obtained from this source, which should yearly improve as education spreads.

Of higher standard Vernacular teachers there are but a few, certificated assistant teachers hitherto having done but little to improve themselves after obtaining the lower standard certificate. Under the revised salary-grant system, however, a teacher must obtain a higher standard certificate before he can rise to the second grade, which carries a salary of Rs. 50 per month. This rule will do good, though it may at first lead some teachers to seek other employment. We need teachers of higher qualifications that instruction of a better class may be given in the schools.

Many of the certificated teachers now employed are very poorly qualified and show signs of imperfect training. How it was that many of them managed to pass the middle school test is surprising, and many of them appear to possess the crudest ideas regarding methods of teaching, school-management, and discipline. Many have been punished by fine from time to time for neglect and irregularity in connection with their school records, and it has been found necessary as a warning to others to reduce the grades of two very persistent offenders. It would do good if such cases were notified in the Gazette.

A better class of men will no doubt be obtainable as soon as teaching is found to pay better than it does. At present few schools afford a livelihood, and the slow promotion among certificated teachers, caused by the necessity of economising available funds to the utmost, has had a discouraging effect on men already employed, and at the same time has hindered students from joining the normal schools.

(*e*) The Karen Teacher's Certificate system is very popular among the Karens, who are so anxious for teachers for their village schools that they are not disposed to allow their children to remain long enough at the central schools to pass the middle school standard or to obtain full teachers' certificates. Karen teachers' certificates are also frequently taken by persons such as pastors, village elders, and others who are too old to go to school or to study for so high a test as the middle, but are still able to qualify for teaching in primary schools, and many of these are doing excellent work.

The stipends such teachers receive are small, but they suffice, with the aid they receive from their village, for their support. The possession of the certificate probably gives them a certain prestige that secures their position as teachers.

The number of these teachers under employment during the year was 158.

At the examination for certificates 153 candidates came forward, of whom 126 were found qualified.

(*f*) The Pupil-teacher's Certificate system is increasing in popularity as it becomes better known and funds for the capitation-grants are made available. It forms a useful and inexpensive method of training teachers and secures at the same time assistance to the schools in elementary teaching.

Some restrictions, however, appear necessary to prevent pupil-teachers breaking their agreements before their natural termination in order to seek paid work or to join survey classes, &c. It is not desirable that the agreement should be binding only as long as the pupil-teacher chooses to consider it so.

The following figures show some particulars concerning pupil-teachers for the year under report :—

Name of examination.	1889-90.	Passed
Number examined for pupil teacher's certificate	102	65
Number examined at end of first year	22	18
Number examined at end of second year	9	7
Number examined at end of third year	4	3
Number passed middle school	...	1
Number obtained teacher's certificate	...	2
Number employed 1st April 1889	29	.
Number posted out during the year	8	.
Number on the list 31st March 1890	29	...

16. The following table gives the general statistics of the Burmese indigenous schools :—

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	2,407	2,567	160	...
Pupils	68,205	71,133	2,928	...
Full passes	2,764	2,728	...	36
Results-grants paid	35,569	40,817	5,248	...

47. In the following paragraphs full information is given as to the condition of education in the various parts of the country :—

Arakan Division.

Description	1888-89.	1889-90.	Increase.	Decrease.
Schools	176	275	99	...
Pupils	4,046	5,917	1,871	...
Full passes	174	208	34	...
Results-grants paid	2,061	2,973	912	...

The above figures indicate progress, the increase in schools being due to the registration of many which last year did not come up to the required conditions.

The withdrawal of the special concession for Arakan does not appear to have done any harm. On the contrary work is now being carried on on a better footing. The people of the division now realize the fact that, although the Government is quite ready to assist, it is not prepared to bear the entire cost of education, and that they themselves must help teachers to live. At the same time teachers clearly see that they must partly rely on their own efforts for a livelihood and have consequently an incentive to work better.

The increased attendance of pupils is satisfactory, as is also the rise in full passes, the latter indicating greater diligence on the part of the teaching staff.

The short payment of results-grants was discouraging to teachers.

The loss fell upon Akyab, Ramree, and Kyaukpyu towns, and the Sandoway district.

48. AKYAB DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	62	122	60	...
Pupils	1,878	3,162	1,284	...
Full passes	97	138	41	...
Results-grants paid	1,126	1,496	370	...

The above figures indicate improvement as regards number of schools, pupils, and full passes, and some progress has certainly been made, but the condition of the district is still unsatisfactory. The people are poor, largely engaged in cultivation or other pursuits, for which, they say, education is not immediately necessary. In trading centres a demand for instruction is springing up that can be readily met if the people are at all willing to assist the teachers now waiting for employment.

Nine qualified teachers are now working on temporary salary and others will probably follow their example.

In the town of Akyab the system of half salary-grants should be introduced at an early date so that additional qualified teachers may be set to work.

The best schools are those of—

Maung Tha Tun Pru	Akyab town.
Maung Sain Tha U	Kyedaw.
U Guna Miza	Akyab town.
Maung La Saw Pru	Akyab town.
Maung Tun Kaing	Tanko.
Tha Tun Aung	Myohaung.

HILL TRACTS DISTRICT.

49. There are no indigenous schools in the Hill Tracts of Northern Arakan. A small primary school has been carried on by Government at Paletwa, at which Chaungtha and Kwemi children attend. They appear intelligent and anxious to learn. The school has recently been placed under a certificated Burmese teacher, who will help the assistant master at Chaungtha to complete his training for a teacher's certificate. Sanction also has been asked for stipends to enable three Chaungtha boys, who have passed the Anglo-Vernacular Upper Primary examination, to continue their studies at the Akyab school. The training of a few Chaungtha and Kwemi children will tend to promote a desire for education among these quite uncivilized tribes.

50. KYAUKPYU DISTRICT.

Burmese.	1888-89.	1889-90.	Increase.	Decrease.
Schools	86	124	38	...
Pupils	1,440	2,159	719	...
Full passes	40	36	...	4
Results-grants paid	424	911	487	..

The above figures show a good increase of schools and pupils. The loss of full passes is owing to teachers giving undue attention to the few middle class pupils who attend the schools to the neglect of the primary.

This district promises to improve. In Kyaukpyu town, and at the villages of Cheduba, Myebôn, An, and Sandè, certificated teachers are working on the temporary salary system, collecting fees, and earning fair results-grants. Their schools bid fair to become permanent, the following being specially mentioned by the Deputy Inspector:—

Maung Po Lwin	Cheduba.
Maung Tha Tun U	Myebôn.
Maung Sein Kaing	Kyaukpyu.

51. SANDOWAY DISTRICT.

Burmese.	1888-89.	1889-90.	Increase.	Decrease.
Schools	28	29	1	...
Pupils	728	596	...	132
Full passes	37	34	...	3
Results-grants paid	511	566	55	...

Except in Sandoway and the central villages of the Northern and Southern townships there is little educational work being done. Agriculture and fishing form the chief occupations of the people, who feel little need of instruction and are not inclined to support schools.

In Sandoway town Maung Kadè's school continues popular, but is practically carried on by Maung Ma Nu, the certificated assistant. Certificated teacher Maung Mya Thi has also started another school; but, as the townspeople look on the fee system with disfavour, the prospect of its being permanent is a matter of some doubt, the more so that Maung Mya Thi is studying for a surveyor's certificate.

The attack on Sandoway by dacoits in February last has naturally disquieted the town and caused a temporary decrease in the attendance.

The Northern township was also disturbed by dacoits. Maung Shwe Thi's school at Taungup (temporary salary) is the only one that is doing well. There is some prospect of its becoming permanent.

In the Southern township there is a certificated teacher working at Gwa (temporary salary), whose school has reached the upper primary standard, and another at Sathwa, one of the largest villages of the township. Both schools promise well.

52. **Pegu Division.**

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	968	928	...	40
Pupils	28,892	28,330	...	562
Full passes	894	878	...	16
Results-grants paid	17,205	17,261	56	...

Most of the work indicated by the above figures is done in the Municipal towns of Rangoon and Prome. In the division generally there is, in certain localities, considerable activity, but some parts of each district are still very backward and need increased attention.

53. RANGOON TOWN.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	97	78	...	19
Pupils	8,698	8,091	...	607
Full passes	204	158	...	46
Results-grants paid	6,018	4,793	...	1,225

The inspection work of the year was done by Maung Tun Hla, who has found it necessary to continue the weeding out process commenced in 1888-89, and the number of schools therefore shows a further decrease.

In the 78 still on the list teaching is regularly carried on and, though figures show a falling off in full passes and grants earned, the decrease is less owing to any real retrogression than to the application of proper standards of

examination. Work is still confined almost entirely to the lay schools, which are gradually improving as the fee system gains ground.

Three certificated teachers have opened schools of their own and have asked for temporary salary-grants. These have been granted from the 1st April 1890 and, it is hoped, will secure the permanence of the schools. Other applications are expected.

It is intended at an early date to require the managers of some of the Rangoon schools, who have long been in receipt of Government aid, to bear part of the cost of their certificated assistants. Several could well do this and funds would then be set free for work in other directions.

The Deputy Inspector selects for special mention the schools of—

Maung Po Min ... ... Kemmendine.
Maung Pu .... } Pazundaung.
U Thilawontha ... ... }
Maung Tha U ... ... Oliphant Street.

54. HANTHAWADDY DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	199	189	...	10
Pupils	6,176	5,619	...	557
Full passes	103	101	...	2
Results-grants paid	1,982	2,881	899	...

This district continues to show but little activity, and it is disappointing to find that an officer of Maung Bwa's standing is unable to stir up the people to more independence. The tendency is too much to rely on Government aid. The fee system is not in favour and, as a consequence, teachers are slow to take advantage of the salary-grant system.

All the Deputy Inspector says is that there is no retrogression; but this is scarcely correct as grants earned show a decrease of Rs. 220, the amount earned during 1889-90 being Rs. 2,313-8-0 against Rs. 2,533-8-0 in the year previous.

The best schools are those of—

Maung Hmat Gyaw ... ... Eywa.
Maung Po Maung ... ... Thaingyaung.
Maung On Gaing ... ... Pyawbwè.

55. PEGU DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	316	228	...	88
Pupils	8,267	7,063	...	1,204
Full passes	193	193	...	...
Results-grants paid	3,178	3,669	491	...

By the removal to the private list of schools of nominal schools the number on the register shows a decrease of 88 with a corresponding loss of about 14 pupils to each. In the remaining schools work is going on as usual and the number of full passes remains the same as before.

The falling off in results-grants earned, which is Rs. 4,892 for 1889-90 against Rs. 5,253-1-0 in 1888-89, arises, the Deputy Inspector states, from the monastic schools ceasing to take the interest they formerly felt in secular teaching now that money-grants are no longer paid to them.

Within the town of Pegu increasing activity is shown. In the district there are several monastic schools, whose managers are doing good work.

The three *special* schools at Kawa, Pagandaung, and Kyauktan have been closed, and are now carried on by managers on temporary salary. The people

of these places have been too long accustomed to free education to look with favour on the introduction of the fee system. Still it may be hoped that these schools will in time become firmly established as independent institutions aided (not wholly supported) by Government.

The following schools are specially commended :—

Maung Po Tin	Thabyegan.
Maung Aung Min	Pegu.
U Teza	Hlègu.
Maung Po Min	Payagale.
Maung Tu	Kyauktan.

56. THARRAWADDY DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	111	188	77	...
Pupils	3,622	5,576	1,954	...
Full passes	212	268	56	...
Results-grants paid	3,118	3,415	297	...

The gradual pacification of this district is given by the Deputy Inspector, Maung Po Kya, as the reason of the great general improvement shown by the above figures. The increase in schools and pupils is perhaps partly due to the increased activity he has himself shown in his work since his six months' suspension towards the close of the previous year.

It is nevertheless satisfactory to know that, as the smaller villages are now being re-occupied, new schools are being established and old ones are being re-opened. The large increase in full passes indicates better work done, while the larger grants earned points to a general spread of education.

The fee system is said to have taken root.

The salary-grant system is appreciated and, were funds available, a larger number of certificated assistants might be employed.

No half salary-grants have, however, been applied for and the Deputy Inspector states that this principle is not yet understood. It is desirable that it should be introduced at an early date in order that the funds now absorbed by a few favoured localities may be more widely distributed.

No certificated teachers have so far opened schools of their own and it is to be feared that the Deputy Inspector's influence is insufficient to secure them the support of the people.

The most successful schools are those of—

Maung Sain	Mataungda.
Maung Naw Tin	Konitywa.
Maung Ôu Gaing	Letpangôn.
U Kalayana	Ôkpo.
Maung Po Nyin	Nattalin.

57. PROME DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	245	245	...	...
Pupils	7,129	6,981	...	148
Full passes	182	158	...	24
Results-grants paid	2,909	3,003	94	...

This district includes the three Municipal towns of Prome, Paungdè, and Shwedaung. For nine months of the year it was under the charge of Maung Po Maung and during his absence for three months under Maung Po Gywe, a

Vernacular certificated teacher of long service. The district was well worked, 783 visits of inspection having been paid. There is a small falling off in pupils and full passes, to which the closing of two lay schools has contributed.

The general condition of the district is little changed.

Maung Aung Dôk, Certificated Manager at Padigôn, still carries on his school successfully, and two other certificated managers have opened schools. Two certificated mistresses have accepted temporary salary and established themselves at Paungdè, one of whom will probably succeed.

The half-salary system will probably be introduced before long in Prome, Paungdè, and Shwedaung, where schools have long been in receipt of Government aid, and should now do more for themselves.

The following schools are specially mentioned:—

Maung Aung Dôk	Padigôn.
Maung Thin Ôn	Paungdè.
Maung San La	Prome.
Maung Taung Bo ...	Thègôn.
Maung Gyaw	Prome.
Maung So	Shwedaung.

58. Irrawaddy Division.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	876	960	84	...
Pupils	21,327	22,730	1,403	...
Full passes	1,012	895	...	117
Results-grants paid	8,244	12,091	3,847	...

In this division schools and pupils have increased in number, except in the Henzada district, where there is a loss under both heads. Certificated assistant teachers employed have been reduced by six, which has tended to reduce the full passes and grants earned.

The effect of the withdrawal of money-grants from monastic schools is also seen in the falling off, for those institutions are numerous throughout the division.

59. Bassein District.

In this large and important circle is included the Town of Bassein, where much educational activity is found. In Lemyethna town too something is being done.

In the district progress is very slow and, except in a few large villages, there are few good schools, and even these are as a rule indebted to the certificated assistant teachers attached to them for their success.

The fee-system is being adopted and this will tend to set public funds free for use in other localities.

The Deputy Inspector reports that a relaxation of effort on the part of monastic schools has caused the falling off in full passes and results earned.

Lay schools, on the other hand, are steadily improving. There are, however, no schools under independent certificated teachers, there being none available, though the Deputy Inspector says there are villages anxious to have them. Steps will be taken to make this known so that teachers from other districts may take advantage of the opening.

The following schools are specially mentioned:—

Maung Hmu	Bassein.
Ma Shwe	
U Pandè	
Ma Than	Lemyethna.
Maung Aung Myat	Kyônpyaw.
U Thathana	Kangyidaung.

60. THÔNGWA DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	247	278	31	
Pupils	6,178	7,356	1,178	...
Full passes	456	352	...	104
Results-grants paid	3,020	5,035	2,015	...

The above figures show a good increase in schools and pupils, but a serious falling off in full passes and grants earned. This arises, the Deputy Inspector states, partly from the unsatisfactory work of certificated assistant teachers in the Danubyu and Yandoon townships, and partly from the removal of the certificated assistant teachers from two monastic schools.

The withdrawal of money-grants from monastic schools is here, as elsewhere, another cause of the decrease.

Two certificated teachers have opened independent schools, one with a prospect of success. The fee-system is being gradually introduced.

The following schools are specially worthy of mention :—

Ma Pu	Wakamè.
Maung Gyaw Zan	Yandoon.
Maung Po Hat	Ma-ubin.
Maung Thaw Ma	Wakamè.
Maung Po Ko	Pyapôn.

61. HENZADA DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	184	175	...	9
Pupils	5,011	4,887	...	124
Full passes	278	265	...	13
Results-grants paid	2,673	3,266	593	...

In Henzada town and district steady work is being done in the lay schools. In the monasteries generally there is little educational activity, though there are still a few monks who take an interest in secular instruction and give their certificated assistants every opportunity and assistance. The Deputy Inspector reports that in lay schools the knowledge that results-grants are payable up to budget limits only has had the effect of diminishing effort.

No schools have yet been opened by certificated teachers.

The best schools are those of—

Maung Bauk	Lalun.
Ma Pu	Kyangin.
U Sandima	Henzada.
Maung Pyaw	
American Baptist Mission	
U Pyinnyazawta...	

62. THAYETMYO DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	251	311	60	...
Pupils	5,445	5,708	263	...
Full passes	67	76	9	...
Results-grants paid	916	933	17	...

The addition of the Minhla and Sinbaungwè townships has caused the increase shown above in the number of schools and pupils. The small increase in full passes points to improvement in the existing lay schools. The falling-off of grants earned, from Rs. 1,683-8-0 in 1888-89 to Rs. 1,530 in the year under report, is not explained by the Deputy Inspector, but is probably owing to relaxed effort in monastic schools. Thayetmyo, Allanmyo, and Ywataung towns continue the chief centres of activity, though at Kama and one or two other large villages some work is being done. Certificated assistant teachers to the number of 10 are employed and it is hoped that during 1890-91 some independent schools under certificated managers will be opened on the temporary salary rules.

The best schools in the district are those of—

Maung Mya Tha Dun	Kama.
Maung Shwe Ni	Thayetmyo.
Maung Sa	
Maung Shwe Ya	Ywataung.
U Wilatha	Allanmyo.

63. Tenasserim Division.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	387	404	17	...
Pupils	13,940	14,147	207	...
Full passes	684	747	63	...
Results-grants paid	8,059	8,492	433	...

This division in many parts is still backward and improvement is slow. Schools and pupils show increases, though, except in Toungoo and Shwegyin, losses were recorded. A reduction in the number of certificated teachers employed has naturally checked work, and the large deductions from grants in Tavoy, Mergui, and Shwegyin was very discouraging to teachers. Amherst district, it will be observed, is making good progress in full passes. All have earned increased results-grants except Mergui, where a promising school was closed owing to the manager's misconduct the year before.

64. Moulmein Town.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	20	17	...	3
Pupils	1,168	1,054	...	114
Full passes	71	86	15	...
Results-grants paid	1,053	1,922	869	...

The slight decrease in schools and pupils is more than counterbalanced by the increases in full passes and grants earned, which point to improvement in existing schools.

The schools under certificated management are doing well and it is hoped that others will soon be opened. Schools with certificated assistants are improving. There are 70 unregistered schools with about 1,000 pupils scattered about among them, many of which should, with moderate effort, be made fit to be put on the list. To work up these schools will be one of the first duties of the Deputy Inspector lately sanctioned for Moulmein Town.

The present Deputy Inspector reports that the people are ready to support good schools, sending the children there for preparation for Anglo-Vernacular institutions, and that fees are paid up to Re. 1 per head.

The Deputy Inspector specially commends the schools of—

Maung Shwe Thaw	Mopun.
Maung Ni Dun	Posawgôn.

Manng Ba Oh	...	Shwedaung.
Ma Su	...	Daingwunkwin.
S. P. G. Mission	...	Maunggan.
Maung Aung La	...	Daingwunkwin.

65. AMHERST DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	46	34	...	12
Pupils	1,581	1,302	...	279
Full passes	60	114	54	...
Results-grants paid	611	992	381	...

The employment of a larger number of qualified teachers in this hitherto backward district is beginning to bear fruit. In addition to the increase in full passes general progress is indicated by the larger results-grants earned. It is satisfactory to note that five schools were under certificated managers during the year, of which, however, two only now remain.

Three were closed, one manager became a thugyi, another at Hlaingbwè could not stand against the opposition of the local pôngyi, who will neither permit secular teaching in his kyaung nor allow a lay school to work; the third could collect no fees.

One certificated teacher has been employed on half salary.

The best schools are those of—

U Di Pa	...	Kado.
Maung Po Kyè	...	Apaung.
Ma Cho	...	Chaungzôn.
American Baptist Mission	...	Amherst.
U Thuzata	...	Kyaikkaw.
U Khemeinda	...	Kywechyan.
Maung Po Maung	...	Thatôn.

66. TAVOY DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	34	36	2	...
Pupils	1,207	1,147	...	60
Full passes	135	97	...	38
Results-grants paid	1,448	908	...	540

Education is chiefly confined to the town of Tavoy, and there the cost for many years past having practically been met wholly from public funds, the people and managers are alike unwilling to do anything on their side to support the schools now that the town is no longer able to bear the burden. Managers are averse to charging any fees at all and the 1 anna fee now demanded in five schools is simply absurd. A little firmness on the part of the Municipal Committee would quickly put matters on a proper footing. Aid of all kinds should be refused to schools which will not demand and, as far possible, collect a proper fee. Half salary-grants only should be made for certificated assistant teachers and as large an amount as possible be set aside for results-grants. If parents are determined not to pay fees, the monastic schools (about 40) are open to them. The ability to maintain so many kyaungs is indicative of anything but poverty in Tavoy and the fee system should be insisted on as a condition of aid. Tavoy town is not poor.

It is satisfactory to find the Deputy Inspector of Schools reporting that three applications for half salary-grants and four for temporary salary have already been made. In the district too some independent effort is being aroused, one application for half-salary and one for temporary aid having come in.

General progress is reported except in Nabulè township, where there is so far no lay school.

The falling off in passes and grants earned is chiefly owing to relaxation of effort in Tavoy town, caused by the uncertainty as to payment of grants.

The following are the best schools in the circle :—

Maung Lu Din	...	... Tavoy.
Maung Gyaw Nya	...	... Tavoy.
Maung Pe	...	... Tavoy.
Ma Sin Zôn	...	... Tavoy.
Maung Shwe Myàing	...	... Tavoy.
Maung Tha Byu	...	... Wigyun.
Maung Shwe Kaung	...	... Thayetchaung.

67. MERGUI DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	10	9	...	1
Pupils	323	236	...	87
Full passes	22	38	16	...
Results-grants paid	329	472	43	...

There are very few large villages in this district and, as the population is chiefly engaged in agriculture or fishing, not much need of education is felt and progress is slow. The decrease in pupils is attributed by the Deputy Inspector to prevalence of cholera at the time of his visit in certain localities.

The same cause partly accounts for the smaller grants earned, which is Rs. 622-4-0 for the year under report against Rs. 780 in the year previous, but this was chiefly owing to the absence of one of the few certificated assistants from his school owing to illness, his place not being filled by a qualified substitute.

The non-payment also of part of the grant earned last year has not tended to encourage effort.

The only schools of any note are those of—

Maung Shwe Ta	...	... Mergui.
Maung Tha Hmwè	...	... Mergui.
Maung Po Thein	...	... Mergui.
Maung Mè	...	... Palaw.

68. SHWEGYIN DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	178	192	14	...
Pupils	7,300	7,325	25	...
Full passes	323	323	...	...
Results-grants paid	3,688	3,292	...	396

Shwegyin town continues to be the centre of activity and here Vernacular education is firmly established. The inability, owing to want of funds, on the part of the Municipal Committee to continue salary-grants to three of the leading schools has had the effect of rousing the managers to independent effort and they have engaged fairly well qualified assistants at their own cost. If they would except half salary-grants, it would be well for the Committee to place the other three schools on the same footing. They can well bear it.

In the district generally there is little change to report. Full passes remain the same, though the increased grants earned, namely, Rs. 5,799-12-0 during 1889-90 against Rs. 5,236-8-0 in 1888-89, betoken some improvement.

The fee-system is being slowly introduced, but neither half salary-grants nor temporary salaries have so far been applied for. A Deputy Inspector better

acquainted with the educational policy of Government and more energetic in pushing the various systems of aid would probably be able to show improved results year by year. Under the present officer the district shows no improvement.

The following schools may be specially mentioned:—

Maung Shwe Zin	Shwegyin.
Maung San Ya	
Maung Aung Myat	
U Linga	
Ma Mè	Bilin.
Maung Po Ban	
Maung Po Min	Pyuntaza.
U Pyinnyazawta	Kaukkwè.

69. TOUNGOO DISTRICT.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	99	116	17	...
Pupils	2,361	3,083	722	...
Full passes	73	89	16	...
Results-grants paid	930	906	...	24

Slight progress is shown by the above figures under each head. In the town of Toungoo work is being actively carried on; but in the district there is little desire for instruction and but scanty means to meet such demand as there now is.

It was intended to employ four additional qualified teachers during the present year (1890-91), but it is feared there will be no funds available.

The Deputy Inspector makes special mention of the schools of—

Maung Po Mya	Toungoo.
Saya Gywet	
Saya Ay	
U Sanda	Wadi.
U Gandama	Ôktwin.

HILL TRACTS DISTRICT.

70. There are no schools in this locality and, apparently, no desire for instruction among the scanty Burmese population.

SPECIAL CLASSES.

71. *General Statistics of Karen and Mahomedan Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	399	442	43	...
Pupils	11,576	12,905	1,329	...
Full passes	859	980	121	...
Results-grants paid	14,352	17,524	3,172	...

The Mahomedan schools are few in number and very backward in education.

The former, on the other hand, are numerous, forming a considerable portion of the population in certain parts of Burma. They have already made good progress in education and steadily advancing year by year. In the following paragraphs detailed information is afforded concerning each district.

Arakan Division.

72. In this division the Mahomedans and Chins form the only races for whom any special provision has been made. The former are almost entirely resident in the town and district of Akyab, and are chiefly immigrants, or descendants of immigrants, from the adjoining district of Chittagong.

In the Kyaukpyu and Sandoway districts a small proportion of the population is Mahomedan, but Burmanized to such an extent that Burmese is their language and is often the mother-tongue. The schools attended by the Mahomedan children differ from those of the Burmese in one respect only, *i.e.*, the recitation of the Koran, which forms part of the daily work.

The Chins are scattered over the hilly portions of the Kyaukpyu and Sandoway districts, and the eastern part of the Akyab district. In Sandoway alone, however, do they receive any special attention, the American Baptists having established a mission there, which seems to be gradually making way.

73. AKYAB DISTRICT.

Mahomedans.	1888-89.	1889-90.	Increase.	Decrease.
Schools	20	23	3	...
Pupils	447	507	60	...
Full passes	...	...	...	...
Results-grants paid	...	86	86	...

The Mahomedan schools of Akyab town and district have been well looked after by Inoddin, the Mahomedan Deputy Inspector of Schools, and, though the increase to the register is but small, some progress appears to have been made.

The people are reported to be taking increased interest in secular education, to be more willing to pay small fees in cash or kind, and to provide improved accommodation for schools.

But trained teachers are wanted. Educated maulvis are few in number and the schools fall therefore into the hands of men able to do little more than teach the children to recite the Koran.

On the other hand is the difficulty that the educated man expects to get an equivalent for his services which in many localities the people, owing to their poverty, are quite unable to give.

I have already asked for the appointment of a qualified Munshi to the normal school at Akyab to assist the Mahomedan students in their work. Some of the certified teachers who are Mahomedans and are now working in Burmese schools in the district might be attached to Mahomedan schools as soon as schools are found sufficiently large and permanent to warrant the expenditure.

The best schools are those of—

Maulvi Fazlor Rahman ... Anaukpyi village.
Maulvi Abdul Rahman ... Khiraden.
Maulvi Gariba Rahman ... Taungchaung.

SANDOWAY DISTRICT.

74. There are at present no indigenous Chin schools on the inspection list. A little teaching is said to be done in the dry season at various places in the Kyaukpyu and Sandoway circles by teachers and pupils of the Chin Mission School at Sandoway. Slight progress is perhaps being made. The Mission School itself is an infant institution, and until it is in a position to provide a supply of efficient teachers for permanent work in the district but little can be done.

75. Pegu, Irrawaddy, and Tenasserim Divisions.

General Statistics of Karen Schools.

Description	1888-89.	1889-90.	Increase.	Decrease.
Schools	379	419	40	...
Pupils	11,129	12,398	1,269	...
Full passes	859	980	121	...
Results-grants paid	14,352	17,438	8,086	...

Education among the various tribes of this race, though confined chiefly to Christian villages, continues to advance steadily. In non-Christian localities there is but little desire for instruction, and one Deputy Inspector reported in 1888-89 that the introduction of printed books was in some places looked upon with a superstitious dread that time only was likely to dispel.

More frequent intercourse with inspecting officers would do much good.

It is gratifying to find the Deputy Inspectors now reporting that the heathen Karens of their circles are beginning to appreciate education and are beginning to send their children to the schools in Christian villages, and occasionally to endeavour to start schools in their own.

The Deputy Inspector of Karen Schools in Henzada writes in his diary in February last regarding the school in the Zalun township:

"Their condition is good and the progress made fair. Though most of the villagers are heathens they are willing to encourage learning, and most of them subscribe as much as Christian Karens towards school expenses."

In Christian villages a keen desire for education exists, and the readiness with which the villagers come forward to support their schools and teachers is one of the most satisfactory features met with in connection with educational work among this interesting people.

The certificated Karen teachers now employed, to the number of 159, enjoy stipends of from Rs. 4 to Rs. 10 per mensem from Government and are quite content to rely on village support or the grants they can earn for results to make up a sufficient income. Many of them are pastors of village churches.

It appears very probable that the system of paying half the salaries of certificated assistant teachers from public funds, where villages will contribute the remainder, will satisfy the wants of many places, while the offer of temporary salary to certificated teachers starting their own schools (under the salary-grant system) will meet the difficulty hitherto felt in opening new schools.

There is, however, a want of fully certificated Karen teachers. Certificates under the Karen Teachers' Certificate system are, however, more easily got, and the keen demand for teachers leads the young Karens to content themselves with these in order to get to work quickly.

Another pleasing feature among the Karens is that the schools are largely attended by girls, parents being willing and indeed generally anxious that their daughters should be instructed. The Deputy Inspectors report that there is a demand for qualified mistresses and urge that provision should be made for their training.

This point will be again referred to under the chapters on female education and normal schools.

Pegu Division.

76. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	102	108	6	...
Pupils	3,069	3,216	147	...
Full passes	260	287	27	...
Results-grants paid	3,793	5,103	1,310	...

The schools in this division have been well cared by Maung Lu and the progress indicated by the above figures is very satisfactory. His report is interesting and affords much valuable information. He states that the desire for instruction is spreading among the non-Christian Karens, who are beginning to send their children to the Christian schools, and even show some disposition to help in the support of the teachers, though they, as a rule, prefer free education.

Maung Lu reports that the Christian villages continue earnest in the support of their schools though they have many other calls on their purse, such as contributions for pastors, town schools, the Theological College, Home Missions,

their poor, and the heathen children who attend school, but render no aid. It is wonderful what the Karen is called upon to pay.

A keen demand exists for Anglo-Vernacular teachers to enable children in the village schools to fit themselves for the town schools. This demand will probably be met in time by the central schools.

The Deputy Inspector states, and I think with reason, that his charge is too heavy a one, and that he cannot do justice to it. I should be glad if he could be relieved of the care of the Thôngwa district, which takes up too much of his time, or be assisted by two or three good Sub-Inspectors.

HANTHAWADDY DISTRICT.

77. *General Statistics of Karen Schools:*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	49	48	...	1
Pupils	1,369	1,320	...	49
Full passes	113	88	...	25
Results-grants paid	1,266	2,067	801	...

The condition of this district continues fairly satisfactory though there is a slight falling off in full passes, which the Deputy Inspector of Schools does not clearly account for.

The upper primary standard is generally aimed at and attained. The middle school has been attempted.

The most successful schools are those of—

Maung Me .... Peten
Maung To To .... Hlawga } Hmawbi.
Maung Bein .... Kungyangôn

PEGU DISTRICT.

78. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	28	33	5	...
Pupils	905	1,015	110	...
Full passes	82	122	40	...
Results-grants paid	1,678	1,768	90	...

Good progress is shown in this district. Teaching is carried on to the middle standard, but the schools are as a rule primary, the upper primary standard being generally the limit of instruction.

The following schools are selected for commendation: —

Maung Ne Win .... Hlegu } Hlègu.
Manng Han Bo .... Yinteikbin }
Maung Bo Gale .... Indaing.
Maung Te Le .... Payatônzu, Payagale.

THARRAWADDY DISTRICT.

79. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	25	27	2	...
Pupils	795	881	86	...
Full passes	65	77	12	...
Results-grants paid	854	1,273	419	...

The condition of this district is promising and progress is being made. The Deputy Inspector reports that in some localities people are evincing more

zeal for education than was formerly the case. In Sanywe township, however, floods hindered work.

The standard of the schools is generally the upper primary and the best schools are those of—

Maung Tun Aung .... Singu } Sanywè.
Maung Shwe Tu .... Sintalin }

The establishment very shortly of a Central Mission School at Tharrawaddy, it is expected, will have a beneficial effect on education generally in this district.

PROME DISTRICT.

80. There are no Karen schools in this district at present.

Irrawaddy Division.

81. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	201	214	13	...
Pupils	5,856	6,202	346	...
Full passes	455	508	53	...
Results-grants paid	7,865	9,449	1,584	...

Schools in the Bassein and Henzada districts have been under the charge of Deputy Inspector Maung Pa. Those in Thôngwa district under Maung Lu. Good progress has been made in all directions, and the two rich agricultural districts of Bassein and Thôngwa continue to be strongholds of Karen education.

It is satisfactory to note that a desire for instruction is springing up among the non-Christian Karens.

BASSEIN DISTRICT.

82. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	102	104	2	...
Pupils	3,036	3,206	170	...
Full passes	216	212	...	
Results-grants paid	4,850	5,058	208	

In this district education among the Karens has taken a firm footing and is much assisted by the very strong central school which trains many teachers for village work. The Deputy Inspector, Maung Pa, reports that the people are earnest in their endeavours to make schools efficient. He states that the advice and influence of Maung San Dwa, late Deputy Inspector and now Myoôk, have been of much value in this direction in Kangyidaung township. Schools are supported as a rule by general contributions, so that all children may attend.

The general standard reached may be said to be the upper primary, instruction being in many schools carried beyond this point. English is frequently taught as a preparation for the town schools.

There are many useful schools in the district of which the following are the most noteworthy:—

Maung Kyet Taw ... ... Amongôn.
Maung Tha Dun Aung ... ... Methwedcik.
Maung Tun Win ... ... Asugyi.
Maung Thin ... ... Kangyi.
Roman Catholic School ... ... Myaungmya.
Maung Baw Gyi ... ... Singagyi.
Maung Tu Po ... ... Magyilaha.
Maung Myat Mwe ... ... Ywathègôn.

THÔNGWA DISTRICT.

83. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	72	77	5	...
Pupils	1,821	2,057	236	...
Full passes	154	194	40	...
Results-grants paid	1,693	2,553	860	...

This district forms part of the charge of the Deputy Inspector for the Pegu division and is making steady progress year by year.

The schools work well up to the upper primary standard and in some cases beyond.

The Deputy Inspector remarks that in the Danubyu, Shwelaung, Pyapôn, Dedayè, and Thôngwa townships the people are keenly interested in education, but that in other parts, where they are chiefly Pwos and generally Buddhists, they are in a backward condition.

The Christian villages are liberal in supporting their schools. The following are some of the best schools :—

Maung Bein ...	... Byimya.	Danubyu.
Maung Po ...	... Kangugalo	
Maung Wa ...	... Sayangyi	
Maung Po Sin ...	... Pegôn	Shwelaung.
J. Bertrand ...	... Ranazogôn	
Maung De Wa ...	... Posang, Pyapôn.	

84. HENZADA DISTRICT.

General Statistics of Karen Schools.

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	27	33	6	...
Pupils	999	939	...	60
Full passes	85	102	17	...
Results-grants paid	1,322	1,838	516	...

In the Henzada district for some years past there has been little educational activity among the Karens. The re-establishment of a central Mission school at Henzada appears, however, to have had the effect of stimulating the people to renewed effort and progress as indicated by the figures above has resulted.

The Mission school, aided under the Indigenous School Rules, takes credit for about two-thirds the full passes gained and has absorbed about three-fifths the results-grants. It will from next year be a registered Anglo-Vernacular institution aided under the Grant-in-aid Rules.

In the district progress is slow, and in one township, the Deputy Inspector states, it has been retarded by dissensions regarding school matters and in another by want of teachers.

He specially mentions the schools of—

American Baptist Mission ...	Henzada town.
Maung E Mya	Kyônsha, Zalun.
Maung Shwe Bwin	Nwelôngôn, Henzada.

THAYETYMO DISTRICT.

85. In Thayetmyo there are at present no Karen schools.

Tenasserim Division.

86. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	76	97	21	...
Pupils	2,204	2,978	774	...
Full passes	144	185	41	...
Results-grants paid	2,694	2,886	192	...

In this division the districts of Amherst, Tavoy, Mergui, and Salween have continued under the care of Maung Nyan Kye, who has done steady, conscientious work, but the charge is undoubtedly too heavy for one officer. His time is largely occupied with mere travelling and he is therefore unable to give the schools the attention they require.

The Shwegyin and Toungoo districts were under the charge of Maung Pa Ha and received careful attention. His time is, however, still much taken up with the Burmese schools of his district.

Amherst District.

87 *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	27	38	11	...
Pupils	740	1,152	412	...
Full passes	54	77	23	...
Results-grants paid	1,064	1,065	1	...

In this district progress has been made and schools appear to be recovering from the effects of the local disturbances and scarcity that checked them in 1888-89. The Deputy Inspector reports that the demand is great for Anglo-Vernacular teachers as parents desire to prepare their children to pass on to Anglo-Vernacular secondary schools. Teachers appear to be well supported by fees or contributions in kind at harvest-time.

The schools of Maung Shwe Taw at Peingkyun, Maung Hpa Po at Sitaraw, and Maung Tha È at Inwagaing are worthy of special mention.

The upper primary standard has been reached by 11 boys and six girls.

Tavoy District.

88. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	3	5	2	...
Pupils	69	120	51	...
Full passes	4	5	1	...
Results-grants paid	162	59	...	103

Slight improvement has taken place in this very backward district as may be gathered from the fact that the grants earned have nearly trebled since last year, the earnings for the two years 1888-89 and 1889-90 being Rs. 58-8-0 and Rs. 163-8-0 respectively.

But the lower primary standard only has been attained. Much progress cannot be looked for until the central school in Tavoy is able to supply certificated Karen teachers and until funds are available for their entertainment.

The best school is that of Maung Bibèpa at Entaraza.

MERGUI DISTRICT.

89. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease
Schools	5	7	2	...
Pupils	98	192	94	...
Full passe	8	21	13	...
Results-grants paid	116	174	58	...

The condition of education in this district also has improved. Grants earned have nearly trebled, having advanced from Rs. 174 in 1888-89 to Rs. 472-8-0 in 1889-90, and full passes have almost doubled. The upper primary standard has been reached by four boys. There is too a great improvement in the attendance of pupils. In this district also more teachers, as well as funds to pay for them, are wanted.

The school of Maung Pi Go at Pyicho may be mentioned as the most promising in the district. That of Maung Pweit Paw also has done well.

SHWEGYIN DISTRICT.

90. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	5	7	2	...
Pupils	135	219	84	...
Full passes	4	22	18	...
Results-grants paid	153	83	...	70

In this district Christian Karens are few and villages generally small, and in consequence the efforts of the Christian pastors working among them bear little fruit. Only about two schools seem to have any prospect of permanence besides that attached to the mission at Shwegyin, which is doing good work.

Of the 21 full passes gained as above 18 (including two upper primary) are claimed by this school, which should become very useful in the training of teachers for elementary work in the district.

It also claims Rs. 366-12-0 of the total grant earned, leaving only Rs. 39 for the two schools in the district.

TOUNGOO DISTRICT.

91. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	84	88	4	...
Pupils	1,125	1,270	145	...
Full passes	74	60	...	14
Results-grants paid	1,199	1,505	306	...

In this district steady work is being done. At Toungoo there are three schools (Vernacular) connected with the R. C., S. P. G., and A. B. (Bghai) Missions, and just outside Municipal limits is the A. B. M. (Paku) Mission School. All these are aided as indigenous schools and, while they absorb four-fifths of the grant paid, they must be credited with two-thirds of the full passes.

In the district, in the Kanni and Kyethaungdaung townships, the people are earnest in support of their school, but in the hills sickness and scarcity frequently have to be contended with on the one side, and want of qualified teachers on the other, the provision for payment of certificated Karen teachers in this district being insufficient to meet the demand for them.

The following schools may be specially mentioned :—

A. B. M. Bghai-Karen School	....	Toungoo.
A. B. M. Paku-Karen School	....	
S. P. G. Karen School	....	
R. C. M. Karen School	....	
Saya Ashwu School	....	Bawgalegyi.
Saya Hithaw School	....	Thayedo.

Salween Hill Tracts.

92. *General Statistics of Karen Schools.*

Description.	1888-89.	1889-90.	Increase.	Decrease.
Schools	2	2	...	...
Pupils	87	25	...	12
Full passes	...	...	...	...
Results-grants paid	...	...	...	...

Two schools, both monastic, are doing a little elementary teaching in this out-of-the-way locality. Little beyond this can be looked for until qualified teachers find their way there. As the Salween district is not popular, there is but little hope of this at present.

SECTION VI.

Special Instruction.

93. Institutions under this head may be divided into two classes—
(*a*) schools for the training of teachers ; and
(*b*) schools for professional and technical instruction.

94. The following statement gives the leading statistics for the past two years :—

Class of institution.	1888-89.		1889-90.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters	2	65	2	38
Training schools for mistresses	2	42	2	36
School of Arts	...	...	...	...
Law school	...	...	...	...
Engineering and Survey schools	11	319	12	371
Industrial schools	1	33	1	27
Medical schools	...	...	...	...
Other schools	...	...	...	...
Total ...	16	459	17	472

Normal schools for teachers are two as before, one at Akyab, the other at Maulmein. There are in addition normal classes for mistresses, carried on in connection with the A. B. M. Girls' (Burmese) Schools at Rangoon and Maulmein.

The following are the figures for the two years :—

Name of school.	1888-89.		1889-90.	
	Schools.	Pupils.	Schools.	Pupils.
Normal school, Akyab	1	29	1	25
Normal school, Maulmein	1	36	1	18
Female normal class, Rangoon	1	28	1	26
Female normal class, Maulmein	1	14	1	10

The results of the year's work, as indicated by the examination conducted by the Syndicate, were very poor.

The passes obtained were as under—

Akyab Normal School	...	...	...	5
Maulmein Normal School	...	...	...	..
Rangoon Female Normal Class	..	...	...	1
Maulmein Female Normal Class	...	...	...	1
		Total	...	7

There has been no change in the working of the Akyab Normal School. The appointment contemplated last year of a qualified Maulvi to give instruction to the Mahomedan students in Urdu and Bengali has not as yet been sanctioned. Proposals for the same have been submitted. Burmese or Arakanese and Mahomedan students have attended. Among the five students who passed the school-management test there were no Mahomedans. Mr. Simon deserves credit for his management of the school.

The Maulmein Normal School has considerably fallen off in numbers and it failed to pass any candidates at the recent School-management examination although five were presented. No reason has been assigned for this failure. Towards the end of 1889-90 the school was thrown open to Anglo-Vernacular students up to a certain number. More applications for admission were received than could be entertained.

The normal class for mistresses at the A. B. M. Girls' schools in Rangoon and Maulmein have been less successful than usual. The failure is difficult to explain as the usual steady good work has been carried on and both institutions are admirably managed and taught.

The failure has been very disheartening to the teachers and pupils and in fact to all the candidates. The poor results for the past two years have discouraged pupils from taking up the Normal School course. I cannot help thinking the system of examination for these certificates needs thorough overhauling and revision.

Indigenous schools also assist in the training of teachers and year by year a few candidates come forward for Vernacular certificates. In the year under report 48 sat for examination, of whom four were successful, one being the manager of an indigenous lay school.

Schools of all classes may also undertake the training of Anglo-Vernacular or Vernacular pupil-teachers, who prepare themselves for full teachers' certificates. Six candidates were examined by the Syndicate for Anglo-Vernacular Pupil-teachers' certificates, of whom two passed. One hundred and two candidates for Vernacular Pupil-teachers' certificates were examined by the Inspectors of Schools and 65 obtained certificates. No Anglo-Vernacular pupil-teachers appeared for examination at the end of their various periods of service.

Vernacular pupil-teachers were examined as under.

	1889-90.	
	Number of examinees.	Number passed.
End of first year	22	18
End of second year	9	7
End of third year	4	3

Industrial and Technical Schools.

95. St. Peter's Technical Institute continues to be the only institution of this kind duly registered and under inspection. It has much improved and when visited in March was turning out work to the amount of nearly Rs. 1,000 a month. A new workshop was being built, new plant being introduced, and a qualified manager had been engaged. Articled apprentices to the number of 12 were employed and 16 pupils of St. Peter's School were, in addition, working as half-timers. Good use is made of the aid given by Government, though a further grant is needed (and has been applied for) to place the workshop in a really efficient state. As a full report has recently been submitted on this institution further details are unnecessary.

Hitherto there have been no funds available for technical education and no standards of instruction suitable for the schools of the province. Those that had been drawn up made no provision for the earlier stages of technical education, and no encouragement has been held out to schools to take up technical work.

Now that Rs. 20,000 have been sanctioned and suitable standards have been prepared, I hope to be able to report next year that a fair start has been made.

It would be well for managers of schools who have large orphanages attached to them to take up technical education, and thus not only teach their boys some useful occupations, but make the technical training a valuable source of income instead of having to depend upon constant demands on the public for support from subscriptions.

The 26 medical and engineering scholars were distributed as follows:

Seebpore Engineering College	4
Calcutta Medical College	7
Madras Auxiliary Medical School	11
Attending hospitals in the province for the pre-collegiate course ...	4
Total ...	26

The seven medical students include four women. Two of the men have completed their course and have obtained employment in the province. The scholarship of one woman was withdrawn for failure to pass and for disobedience to orders. The Principal of the Medical College reports very favourably on the work of the others. Three of the Hospital Assistant scholars passed out during the year and have obtained appointments; one was imprisoned and his scholarship withdrawn.

The scholars of the Engineering College have not done as well as they might have.

The Dufferin Maternity Hospital receives a grant of Rs. 8,000 a year. In May 16 pupils joined the school, and in the October examination 12 passed in sick-nursing and eight in midwifery. Six of the pupils are educated Eurasians with a good colloquial knowledge of Burmese. Most of the pupils have passed the Upper Primary and some the Middle School examination. The pupils came from all parts of the province and on their return, after passing out, they settle down and do much good either as employés under the Municipalities or in private practice.

SECTION VII.

FEMALE EDUCATION.

96. The following statement gives the leading figures in connection with female education for the years 1888-89 and 1889-90:—

Class of school.	1888-89.		1889-90.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
Under public management—					
Maintained by the department	2	42	2	86	
Maintained by Municipal Boards	6	329	2	155	
Under private management—					
Aided by the Grant-in-aid Rules of 1887 ...	14	988	14	979	
Aided under the Rules for indigenous schools ...	45	940	40	875	
Unaided schools	10	202	11	122	
Total ...	77	2,501	69	2,167	
Boys' schools to which girls are admitted ...	995	10,159	980*	10,952	
Private institutions of indigenous instruction ...	338	1,471	294	1,315	
GRAND TOTAL ...	1,410	14,131	1,343	14,434	There is one girl in the Rangoon College.

* Inclusive of three public and one private monastic schools.

It will be noticed that, while there is a decrease of 67 schools, the attendance of girls has improved by 303. Among the schools closed there are none of any importance and the improved attendance indicates a greater demand for instruction. This is confirmed by the fact that, while the attendance at private indigenous schools has decreased, mixed institutions show an increase of 793 pupils.

The Deputy Inspectors report that female education is steadily progressing. The Deputy Inspector of Amherst thinks that an indigenous non-mission school for girls alone, under qualified management, would attract older girls than are now likely to attend mixed schools. Any real demand in this direction can be met by the trained certificated mistresses now available, who, if encouraged, will readily open schools. Any special steps seem to me uncalled for.

Karen Deputy Inspectors Maung Lu and Maung Pa continue to urge the need of separate classes for Karen girls under secondary instruction. They think that they will be less shy and diffident if relieved of the presence of boys.

These Deputy Inspectors strongly insist that in these classes the students should at the same time be trained for teaching work, especially among non-Christian Karens, who, says Maung Lu, are greatly impressed by the sight of good schools under female teachers.

97. The following statement shows the results attained during the year by girls at the various schools:—

School.	Entrance.		Middle.		Upper Primary.		Lower Primary.	
	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
Government and Municipal ...	...	...	18	13	5	4	23	13*
Registered under Grant-in-aid Rules of 1887.	3	...	27	10	84	92	111	122
Burmese indigenous ...	...	...	3	...	75	58	279	265
Karen	...	...	...	...	52	63	171	180
Mahomedan	...	...	...	...	...	...	...	...
Total ...	3	...	48	23	216	217	584	580

Pantanaw. Closed.*

Entrance Examination.—For this test there were four candidates from St. John's Convent, Rangoon, and one from the Methodist Girls' School, Rangoon, none of whom, however, passed.

Middle school passes show a serious falling-off of 25, or more than 52 per cent., caused apparently, in part at any rate, by the test applied being in some points more severe than in recent years.

The girl students complained more especially of the length of some of the Middle School examination papers, which seems to have so alarmed them that they could not, within the time allowed, answer enough questions to secure the percentage of marks required for a pass.

It is worthy of remark that out of the 32 Vernacular full middle passes gained at the examination of 1889, 14 were secured by female candidates.

Primary passes show a small net decrease of three, the falling-off of 17 upper and 14 lower primary passes in Burmese schools being more than made up by the increased number gained in registered non-indigenous and indigenous

Karen schools. The net loss of three is brought about chiefly by the closing of the Municipal Girl's School, Pantanaw.

As noticed in the previous section four of the medical scholars studying at Calcutta are girls. One has forfeited her scholarship, but the Principal reports very favourably on the work of the other three.

The Chief Commissioner, in his Resolution on the report for 1888-89, paragraph 9, drew attention to the large falling off in the expenditure on the education of girls and thought there might be reason to fear that the progress of female education was being retarded. I have looked closely into the matter and I do not think that female education has been at all checked. It is not as far forward as might be wished, but its progress is healthy. It is increasing steadily and shows signs of natural vigour. It is not being in any way forced; the growth is natural. The existing rules for its encouragement are ample and I see no necessity for any change.

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(*a*) *Europeans.*

98. All the tables in this section are of the new form ordered for adoption by the Government of India in its Home Department (Education) letter No. 331, dated the 18th July 1889, to the Chief Commissioner of Burma.

99. The following table shows the number of schools attended by Europeans only and the number of pupils under instruction in the same :—

Class of school.		Number of schools on 31st March.		Number of scholars in them on 31st March.					
				1888-89.			1889-90.		
		1888-89.	1889-90.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.	Aided, for boys. — High schools	...	...	...	...	...	...	...	...
	Aided, for boys. — Middle schools	1	1	59	...	59	58	...	58
	Total ...	1	1	59	...	59	58	...	58
	Aided, for girls. — High schools	3	3	74	385	459	88	377	465
	Aided, for girls. — Middle schools	5	5	45	163	208	77	161	238
	Total ...	8	8	119	548	667	165	538	703
Grand Total for all schools		9	9	178	548	726	223	538	761

It will be observed that there is no change in the number of schools and that pupils have increased by 35.

The leading institutions for girls in Rangoon as before are the St. John's Convent High School (192 pupils), the Episcopal Methodist High School (165 pupils), and the Diocesan School (47 pupils). In Moulmein St. Matthew's School has 64 and the Eurasian School 39 pupils. In the Akyab Girls' School (little boys also being admitted) there are 41 pupils.

The Diocesan School in Rangoon has 58 pupils and is the only institution exclusively for European boys in the province. There are 42 schools, Government, Municipal, and aided, in which Europeans and Eurasians read along with Natives. There are 814 such pupils; of this number 211 are in St. John's S. P. G. College, Rangoon, 152 in St. Paul's School, Rangoon, 47 in the

A. B. M. Boys' School, Rangoon, 73 in St. Patrick's R. C. M. School, Moulmein.

100. The following statement shows the cost of European education in the nine schools in Lower Burma which are maintained exclusively for European pupils, the net Government expenditure and the total expenditure being shown separately:—

Head of expenditure.	1888-89.		1889-90.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
Secondary education	13,909	42,804	15,718	40,888
Scholarships	452	452	741	741
Buildings	...	2,077	...	11,705
Superintendence	...	7,790	...	7,200
Furniture and apparatus (special grants only) ...	...	...	1,000	1,000
Miscellaneous	...	2,603	415	2,698
Total ...	14,361	55,226	17,869	64,182

101. In the following table the particulars of the pupils attending the nine schools for Europeans only are given according to the stages of instruction :—

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. 2			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage. 3			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage. 4 Reading printed book.			5 Not reading printed books.			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — Vernacular	...	1	58	...	...	...	11	...	11	...	17	17	...	30	...	30	...	...	...	58	...	58
For boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	...	1	58	...	...	...	11	...	11	17	...	17	30	...	30	...	...	...	58	...	58
For girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — Vernacular	...	8	703	...	20	20	7	142	149	34	130	164	112	223	335	12	23	35	165	538	703
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	...	8	703	...	20	20	7	142	149	34	130	164	112	223	335	12	23	35	165	538	703
Total Secondary Schools	...	9	761	...	20	20	18	142	160	51	130	181	142	223	365	12	23	35	223	538	761
Primary schools—																				
For boys — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	...	9	761	...	20	20	18	142	160	51	130	181	142	223	365	12	23	35	223	538	761

102. The results of the University and provincial examinations, so far as they concern European students, are shown in the following statement :—

Standard of examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
	Europeans only.		*All races.*			
	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
B. A.	...	...	2	1	2	1
F. A.	...	...	8	1	8	1
Entrance	2	...	4	7	6	7
Middle School	22	9	20	15	42	24
Primary	108	122	88	76	146	198

Collegiate.

103. Collegiate results are not as good as last year and the upper secondary show an increase of one.

The lower secondary results in schools for Europeans only have fallen by just 59 per cent. and among Europeans in schools for all races by 25 per cent. The net percentage of passes in all schools shows a decrease of 42·9 per cent.

Primary results, on the other hand, have improved by nearly 40 per cent., being nearly 13 per cent. in institutions open to Europeans only and 100 per cent. among Europeans in schools for all races.

The figures show that European children under instruction in the mixed schools are being as well taught as those in institutions carried on chiefly or wholly on their behalf.

There are no primary schools for Europeans maintained by either the Government or by any Municipality.

Special aid is still given for European children. To aided schools results and attendance grants are paid for them at double the ordinary rate, and for girls 50 per cent. higher rates are given.

For poor European children, Orphan, Boarder, and Apprentice stipends are still given in the four divisions.

104. The following are the schools in which the Orphan and Boarder stipends have been held :—

Division.	District.	Name of school.	Number of stipend-holders.		Total.
			Orphan.	Boarder.	
Arakan ...	Akyab ...	Akyab Girls' School	5	4	9
Pegu ...	Rangoon	St. John's College, S. P. G.	37	9	46
		St. Paul's Institution	14	9	23
		St. John's Convent	24	12	36
		Diocesan Boys' School	2	3	5
		Diocesan Girls' School	3	2	5
		Church of England School	11	7	18
		Episcopal Methodist Girls' School	16	13	29
		A. B. M. Boys' School, Dalhousie Street ...	1	1	2
		Syndicate High School	1	...	1
		St. Barnabas' S. P. G. School, Pazundaung ...	1	...	1
		Old Convent School, Fraser Street	...	2	2
Irrawaddy	Bassein ...	St. Peter's R. C. M. School	3	...	3
		A. B. M. Eurasian Home School	3	...	3
		St. Joseph's Convent School	3	1	4
Tenasserim	Moulmein	Cantonment School	...	2	2
		St. Patrick's School	2	2	4
		St. Matthew's School	4	6	10
		St. Augustine's S. P. G. School	4	3	7
	Toungoo ...	St. Joseph's Convent School	5	...	5
		Total ...	139	76	215

Since the year 1882, when the system of stipends was instituted, 363 poor children have enjoyed stipends in Pegu and Irrawaddy, 15 in Arakan, and 71 in Tenasserim.

Sixteen full passes have been gained in the Pegu division, none in the Irrawaddy, one in the Arakan, and six in the Tenasserim divisions.

The children for whom the stipends are provided are receiving, or are in a position to receive, a good education, but it is open to question whether all of them are the better for the purely literary training they are getting. Many would be the better for being given a technical education and being taught a trade or handicraft. The managers of these schools and of orphanages should seriously consider this question.

105. The following table gives in detail the leading statistics regarding these stipends:—

Division.	District.	Name of school admitting European stipend-holders.	Number of European stipendiaries admitted to date.	Number fully passed from 1882-83 to 31st March 1889.			Number passed in two or more subjects from 1882-83 to 31st March 1889.			Number passed the Calcutta University Entrance examination since 1882-83.	Number passed in two or more subjects in 1889-90.			Number fully passed during the year 1889-90.			Number passed the Calcutta University Entrance examination in 1889-90.
				Lower primary standard.	Upper primary standard.	Middle school standard.	Lower primary standard.	Upper primary standard.	Middle school standard.		Lower primary standard.	Upper primary standard.	Middle school standard.	Lower primary standard.	Upper primary standard.	Middle school standard.	
Arakan ...	Akyab	Girls' School ...	14	3	5	...	2	2	...	...	1	...	...	1	...	...	...
		Municipal High School ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pegu	Rangoon	St. John's College, S. P. G....	111	9	17	7	12	25	11	...	...	1	...	...	...	...	...
		St. Paul's Institution ...	46	11	5	1	9	5	3	...	...	...	...	...	8	...	...
		St. John's Convent ...	74	34	8	4	8	20	3	...	...	2	...	2	5	...	...
		Old Convent	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Diocesan Boys' and Girls' Schools.	37	10	9	3	6	9	1	...	1	1	...	...	...	...	...
		Church of England School ...	42	3	1	...	6	6	...	...	...	...	...	...	...	...	...
		Episcopal Methodist School...	32	2	1	...	11	10	...	...	...	1	...	...	...	...	...
		A. B. M. School ...	3	2	2	...	...	...	...	...	...	...	...	1	...	...	...
		St. Barnabas' S. P. G. School	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Rangoon College ...	4	...	1	...	...	1	...	1	...	...	...	...	...	...	...
	Prome ...	L. A. Girls' School ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Irrawaddy	Bassein .	St. Peter's School ...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Municipal High School ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tenasserim.	Moulmein	A. B. M. Eurasian Home School.	8	...	5	...	...	...	1	...	...	...	...	...	...	...	...
		St. Joseph's Convent ...	12	1	6	3	2	1	1	...	1	...	...	...	...	...	...
		A. B. M. Boys' School ...	3	1	1	...	...	...	1	2	...	...	...	...	...	...	...
		St. Augustine's School ...	9	2	3	1	4	2	2	...	...	1	...	2	1	1	...
		St. Patrick's School ...	11	2	2	...	2	...	...	...	...	1	...	1	...	...	...
		St. Matthew's School ...	20	3	1	4	7	6	3	...	2	...	...	1	...	...	...
		Cantonment School ...	3	2	1	...	...	...	2	...	...	...	...	...	...	...	...
	Toungoo ...	St. Joseph's Convent ...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	449	85	68	23	69	87	28	3	5	7	...	8	14	1	...

106. In the following table are shown particulars of the Apprentice stipends:—

Where worked.	Total number elected for the year.								Total number since 1882.	Total number remaining on the 31st March 1890.
	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.		
Dalla Dockyard	3	6	5	5	2	1	4	1	27	10
Insein Railway Workshop ...	...	...	...	1	2	5	3	5	16	11
Messrs. Kruger and Co.'s Mill ...	...	...	...	1	...	...	...	...	1	...
Municipal Workshop ...	...	...	1	...	1	2	...	...	4	...
Bombay Burma Co.'s Mill ...	...	1	...	1	...	1	...	...	3	...
Tramway Workshop ...	...	...	...	...	1	...	...	...	1	...
Maritime Service	...	1	1	...	...	...	...	...	2	...
St. Peter's Industrial Workshop	...	...	...	...	...	3	...	...	3	1
St. John's Industrial Workshop	...	...	...	...	...	...	...	...	...	...
Bulloch Brothers and Co.'s Mill...	4	...	2	...	...	1	...	...	7	...
Moulmein Timber-yard ...	1	...	...	...	...	...	...	...	1	...
Other places of business ...	...	...	2	...	7	...	...	1	10	...
Total ...	8	8	11	8	13	13	7	7	75	22

(*b*) *Mahomedans.*

107. The following table briefly shows for the past two years the number of indigenous Mahomedan schools and pupils:—

District.	Number of schools in 1888-89.	Number of pupils in 1889-90.	Number of pupils in 1888-89.	Number of pupils in 1889-90
Akyab	20	23	447	507

Arakan, and the Akyab district more particularly, continues to be the field of Mahomedan indigenous education, which is at present of little value, though some slight progress has been made as shown in a preceding paragraph. The people themselves are indifferent.

The distribution of schools remains much the same as before and the want of really efficient teachers is still felt. It is to be feared that even the better educated Maulvis will not succeed for a long time to come in establishing permanent schools.

The demand for instruction is anything but keen, the people being largely engaged in agriculture, and as a rule sending their smaller children only to school with the object of having them taught to repeat the Koran. No certificated teachers are yet available; but 10 Mahomedan lads are under training in the Akyab Normal School, some of whom, it is hoped, will be able to qualify for certificates next year.

(c) *Karens.*

108. The following statement gives for the past two years the number of Karen schools, pupils, certificated teachers, and teachers holding Karen Teachers' certificates :—

Division.	District.	Number of schools.		Number of pupils.		Number of certificated teachers.		Masters with Karen Teachers' certificates.	
		1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
Arakan	Akyab	...	...	...	...	...	...	...	...
	Kyaukpyu	...	...	...	...	...	...	...	...
	Sandoway	...	...	...	...	...	...	...	...
	Arakan Hill Tracts	...	...	...	...	...	...	...	...
Pegu	Rangoon	...	...	...	...	...	...	...	...
	Hanthawaddy	49	48	1,369	1,320	3	4	16	18
	Pegu	28	33	905	1,015	2	3	15	14
	Tharrawaddy	25	27	795	881	...	...	12	10
	Prome	...	...	...	...	...	...	...	...
Irrawaddy.	Thôngwa	72	77	1,821	2,057	2	2	16	17
	Bassein	102	104	3,036	3,206	1	1	44	56
	Henzada	27	33	999	941	1	1	18	16
	Thayetmyo	...	...	...	...	...	...	...	...
Tenasserim.	Moulmein	...	...	...	...	...	...	...	...
	Amherst	27	38	740	1,152	1	4	11	10
	Shwegyin	5	7	135	219	...	...	1	...
	Toungoo	34	38	1,125	1,270	1	1	10	8
	Tavoy	3	5	69	120	...	...	1	3
	Mergui	5	7	98	192	...	...	4	6
	Salween	2	2	87	25	...	...	...	...
	Total	379	419	11,129	12,398	11	16	148	158

Karens schools have already been fully reported on in a previous section. Educational work among this people is progressing very steadily. Schools and pupils are increasing in numbers, and teachers find ready employment, public funds contributing only a small share of their salaries. Karen students appear more anxious to join the normal schools than formerly. Normal classes for Karen mistresses are still a need. Schools are becoming more efficient, full passes having increased by 121, namely, upper primary 44 and lower primary 77.

109. The following statement gives details for the various districts as to full passes :—

Division.	District.	1888-89.			1889-90.			Increase.	Decrease.	Remarks.
		Upper primary.	Lower primary.	Total.	Upper primary.	Lower primary.	Total.			
Arakan	Akyab	...	...	...	...	...	...	...	...	
	Kyaukpyu	...	...	...	...	...	...	...	...	
	Sandoway	...	...	...	...	...	...	...	...	
	Arakan Hill Tracts	...	...	...	...	...	...	...	...	
Pegu	Rangoon	...	...	...	...	...	...	...	...	
	Hanthawaddy	28	85	113	19	69	88	...	25	
	Pegu	28	59	82	30	92	122	40	...	
	Tharrawaddy	12	53	65	19	58	77	12	...	
	Prome	...	...	...	...	...	...	...	...	
Irrawaddy.	Thôngwa	26	128	154	42	152	194	40	...	
	Bassein	57	159	216	66	146	212	...	4	
	Henzada	34	51	85	32	70	102	17	...	
	Thayetmyo	...	...	...	...	...	...	...	...	
Tenasserim.	Moulmein	...	...	...	...	...	...	...	...	
	Amherst	5	49	54	17	60	77	23	...	
	Shwegyin	2	2	4	5	17	22	18	...	
	Toungoo	20	54	74	17	43	60	...	14	
	Tavoy	...	4	4	...	5	5	1	...	
	Mergui	...	8	8	4	17	21	13	...	
	Salween	...	...	...	...	...	...	...	...	
	Total	207	652	859	251	729	980	121	...	

SECTION IX.

PRIVATE SCHOOLS.

110. The following statement gives full statistics for the past two years regarding institutions which are classed as private:—

Division.	District.	Schools, 1888-89. Total schools.	Schools, 1889-90. European.	Burmese and Talaing.	Karen.	Mahomedan.	Chinese.	Total 1889-90.	Total pupils, 1888-89.	Pupils, 1889-90. European.	Burmese and Talaing.	Karen.	Mahomedan.	Chinese.	Total 1889-90.
ARAKAN.	Akyab	322	...	159	...	136	...	295	3,107	...	1,178	...	1,411	...	2,589
	Kyaukpyu	58	...	36	...	5	...	41	392	...	206	.	61	...	267
	Sandoway	20	...	12	...	...	...	12	140	...	81	...	...	...	81
	Arakan Hill Tracts	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PEGU.	Rangoon	130	...	145	...	5	6	156	950	...	823	...	273	178	1,274
	Hanthawaddy	149	...	134	3	...	...	137	2,140	...	1,833	64	...	...	1,897
	Pegu	170	...	222	8	...	...	230	1,254	...	1,977	165	...	...	2,142
	Tharrawaddy	246	...	271	4	1	...	276	4,715	...	4,934	98	21	...	5,048
	Prome	220	...	215	...	1	...	217	1,814	...	1,631	...	10	...	1,641
IRRAWADDY.	Thôngwa	109	...	127	21	...	...	148	1,311	...	835	495	...	...	1,330
	Bassein	210	...	201	26	2	...	229	1,894	...	1,417	535	109	...	2,061
	Henzada	110	...	113	8	3	...	124	774	...	704	154	33	...	891
	Thayetmyo	61	...	194	...	5	...	199	732	...	3,380	...	97	...	3,477
TENASSERIM.	Moulmein	68	...	13	...	...	...	13	595	...	603	...	..	...	603
	Amherst	414	...	335	129	...	...	464	5,505	...	4,113	1,675	.	...	5,988
	Shwegyin	80	...	80	1	...	...	81	2,284	...	1,987	8	...	...	1,995
	Toungoo	105	...	84	33	...	...	117	1,036	...	623	391	...	...	1,014
	Tavoy	153	...	145	3	1	...	149	2,263	...	1,974	41	5	...	2,020
	Mergui	62	...	49	7	8	...	64	618	...	285	104	110	...	499
	Salween	11	...	..	15	...	...	15	77	..	...	96	...	...	96
	Total	2,776	...	2,536	268	107	6	2,967	31,079	...	28,674	4,021	2,130	178	35,003
	Increase	...	...	...	...	...	...	191	...	...	...	...	...	...	3,324
	Decrease	...	...	...	...	..	...	...	...	...	...	...	..	...	...

It was mentioned in the report for the last year, 1888-89, that the list had been largely increased by the addition of a large number of petty schools which had been struck off the inspection list as unfit for registration.

The figures for 1889-90 also show an increase in the number of private schools of all description. This, however, has not been gained at the cost of schools registered on the inspection lists, which have also increased. It is due to the opening of new schools and to the placing on the list schools that had not hitherto been entered.

The largest increase is in the Thayetmyo district, to which two new townships have been added from Upper Burma.

In the Pegu and Amherst districts the tours of the Deputy Inspectors have been more searching, and many new schools have consequently been found.

In Tharrawaddy the pacification of the district has led to the re-opening of many schools which for the past two or three years have been closed.

Pupils, as might be expected, show an increase amounting to a total of 3,324 and the average number per school has risen from 11·4 to 11·7. Thayetmyo district (with the two new townships) gives an increase, with 138 schools, of 2,735 pupils, or 82 per cent. of the total gain.

Bassein and Amherst are the two other districts in which the chief increase of pupils has taken place.

The general condition of these institutions remains much the same. Little educational work is being done, the teaching being, as a rule, the mere learning by rote of the *Mengalathot*, *Paraitgyi*, and other religious texts. A few children may acquire the *Thinbôngyi*, or the elements of reading and writing, but

there is little hope of their gaining more than this unless they move on to more advanced schools. Some do and the schools, if they improve, are transferred to the registered list. Some might perhaps be improved by careful nursing, but the necessarily brief visits of the Deputy Inspectors of Schools afford too little time for much good to be done in this direction. This is where the need of Sub-Inspectors is felt: their appointment to subdivisions would be highly beneficial.

They would be travelling schoolmasters or normal teachers, giving instruction in school-management, and themselves showing how teaching should be done. The schools under lay teachers would be the first to profit by the training given. Whether the monastic schools are capable of improvement is a matter of doubt. I believe that with a body of officers such as these, primary education can be largely extended and be made much more thorough and efficient. At present there is, owing to the smallness of the agency, too much examining and not enough fo inspecting, teaching, and developing of schools.

SECTION X.

Preparation and Distribution of Text-books and other Educational Literature.

111. The Text-book Committee has been at work steadily during the year.

A large number of books submitted to it by publishers and authors in England and in India have been reviewed, and those that have been approved of have been placed in the Reference Library of the Text-book Committee.

Two pamphlets on the Burmese court language were submitted to it by the Government for opinion. These were carefully examined, but it was found that, instead of being a guide to the court language, they were merely "royal cradle songs."

The Committee were able to finish a very useful work, namely, the *Revision of the Spelling in Dr. Judson's Dictionary*. It has long been felt that it needed revision; as there were many words the disputed spelling of which led to much confusion.

A pamphlet has been issued in which the old spelling and the new are placed side by side, with a column of remarks, in which the reasons have been given for the alterations made. It will be a useful supplement to the well-known dictionary, and will go far towards fixing the spelling of Burmese words on a scientific basis. The work has been done by Bishop Bigandet, the late Dr. Forchhammer, Mr. Taw Sein Kho, Government Translator, and Mr. Lonsdale. It has required much patient labour and scholarship, and these gentlemen deserve the thanks of the public.

112. The Text-book Committee has ruled that when an author has been paid for allowing his works to be translated by them, he ceases to have any further interest in the translation. Hereafter, when a translation is ready, tenders will be called for from the various Presses and the work will be made over to the selected Press, who will, under certain conditions as to type, binding, and price, print and sell the book for a fixed period, at its own risk. The change is a good one.

113. The editorial staff under Mr. Lonsdale have been fully occupied. They have finished the translation of Hunter's *History of India*, and issued in pamphlet form a list of proper names occurring in the work in, English and in Burmese.

The *Way to Health* has been translated and is in the press.

They have in hand a translation of a very useful little volume describing the system on which the Government of India is carried on. It is intended to distribute this work freely over the country. The work is called, *The Government of India* and is by Horace Bell, Esq., C.E.

114. I would specially draw attention to Mr. Lonsdale's work. He has been punctual and thorough, and his advice on all questions connected with the Text-book Committee has been valuable.

115. The Text-book Committee is now engaged in bringing out a set of Readers in Burmese to suit the seven standards, and to replace the old First and Second Burmese Readers.

116. As to the distribution of text-books, the distributing agency is less extensive and active than formerly. Deputy Inspectors of Schools generally complain that, on the terms given them by the Mission Press, they are unable to carry about a proper stock of books without finding themselves out of pocket.

Books form so important a factor in educational work, that it is desirable that their distribution should be promoted as much as possible.

117. The inspecting staff is so valuable an agency, that it is to be regretted that it should not be fully utilized. It is, moreover, to be feared that the Deputy Inspectors for want of supplies do not make grants of books, &c., in lieu of money, as widely as they should, to schools in need of books. It is doubly necessary, now that money-grants are no longer paid to monastic schools, that the Deputy Inspectors should have with them the means to supply the requirements of such schools.

A few grants of books and maps have been made to monastic schools during the year, but to a small extent only. For 1890-91 a small sum has been budgeted for the free distribution of books by the Inspectors, who often meet with schools to which a few extra books are of great use.

SECTION XI.

Recommendations of the Education Commission.

118. There is scarcely any need to refer to these. What were once merely recommendations have now become recognized principles in the work of education and each year they are carefully observed.

The only two important points that are still in abeyance and on which some final decision is awaited are, first, the summoning of conferences of managers of aided and unaided schools by the officers of the Education Department (*vide* section 349); and, second, the continuance in the province of a permanent Consultative Board (*vide* section 348).

Conclusion.

119. I am glad to be able to acknowledge the good work done by the officers of the department and the prompt assistance they have given me.

I also gladly bear testimony to the courtesy and good feeling shown by all the school-managers and Municipal Committees with whom I have had to deal. We have often differed in our views on various questions, but all representations, whether made in person or by letter, have had a careful, patient, and sympathetic hearing.

The officers of the department, while occasionally they have to find fault, have never been backward in assisting Municipalities and aided schools with their advice and their time, when asked to do so in times of difficulty or emergency.

My office has been of great assistance to me. The Head Assistant, Mr. P. Maher, is punctual and methodical in his work and has a thorough knowledge of all its details. The Second Assistant, Mr. Jones, who has the accounts, is a neat and trustworthy worker.

Both of these officers have worked well and willingly, and contributed to the absence of arrears in the office.

JOHN VANSOMEREN POPE, M.A.,
Director of Public Instruction, Burma.

APPENDICES.

APPENDIX A.

The Salary-grant System of Aid to Vernacular Schools.

Introduction.

Object.

The salary-grant system is a form of aid intended for the development of indigenous and other Vernacular schools by enabling such schools to secure the services of qualified teachers. In providing this description of aid Government intends that schools thus aided should by degrees become wholly or partly independent of such aid and not count upon it as a permanence.

Nature of aid offered.

Under the conditions hereafter specified approved schools will receive certain monthly grants in order wholly or partly to meet the salaries of certificated teachers, male or female, whose selection shall be with the school-manager (monastic or lay) subject to the approval of the Director of Public Instruction.

Half-salary grants.

Preference will be given to applications from schools where the manager is prepared to provide half the salary of the certificated assistant teacher in cash or kind.

Approved schools.

An approved school is one recommended by the local authority, District or Municipal Board, and approved by the Director of Public Instruction.

Chapter I.—Conditions under which Schools are eligible for Grants.

Concerning Managers.

Eligibility for salary-grant.

1. (*a*) Any indigenous or other vernacular school is eligible for this form of grant, provided the manager is competent to teach up to the lower primary standard, and provided he either personally takes a due share of the actual tuitional work or provides a competent substitute. In backward localities and amongst backward races these conditions may be relaxed at the discretion of the Director of Public Instruction.

Preference will be given to schools which are under the regular supervision of a School Committee or of village elders, and which have a commodious building and a supply of school apparatus.

Inspection.

(*b*) The school will be at all times open to Government inspection, and the manager will be responsible for the punctual despatch of all returns and information required by the Education Department.

Records.

(*c*) The following records must be kept in the school:

(i) Daily attendance register.
(ii) Admission and progress register.
(iii) Register of results-grants.
(iv) Visitors' book.
(v) Scholarship acquittance-roll where there are scholarship-holders.

The manager will be responsible for the proper maintenance of these records, which may be made up by his certificated assistant. Blank books or forms for these registers will be supplied by the Deputy Inspector of Schools on indent from the manager.

Grants liable to be withdrawn.

2. The manager will be expected to exercise due supervision over his certificated assistant teacher. Continued inefficiency of the school or omission on the part of the manager to bring to the notice of the department irregular attendance, breach of rules, or other misconduct on the part of the certificated teacher will render the school liable to withdrawal of the salary-grant.

Certificated assistant to observe school hours, &c., appointed by school-manager.

3. The arrangement of school hours and holidays will rest with the manager.

Procedure in applying for salary-grant.

4. (*a*) The manager of any school desirous of obtaining a salary-grant will submit an application to the Deputy Inspector of Schools, who will forward it to the Deputy Commissioner of the district or the President of the Town or Municipal Committee concerned, accompanying the application with detailed information in Form B in duplicate.

(*b*) Application should be submitted not later than the month of October in each year, the time when the budget estimates for the succeeding official year are usually prepared. Applications may also be submitted on the occurrence of vacancies.

(*c*) If budget provision can be made, the Deputy Commissioner or President of the Committee will forward the application, with any remarks he may wish to make, to the Director of Public Instruction for disposal.

(*d*) If the Director of Public Instruction approves of the application, he will issue a certificate to the manager in Form C and will select a certificated teacher unless one has already been nominated by the manager.

(*e*) Preference will be given to applications from managers willing to accept the half-salary grant (see Rule 11).

5. The certificated teacher will be furnished with a warrant in Form D signed by the Director of Public Instruction to enable him to draw the monthly salary-grant. A duplicate copy will at the same time be sent to the Deputy Commissioner or President of the Committee concerned.

Should an application for a salary grant be refused by the Director of Public Instruction, the reasons for refusal will be communicated to the Deputy Commissioner or President of the Committee and to the Manager.

Concerning Certificated Teachers.

Male and Female.

Employment of certificated teachers as assistants.

6. Certificated teachers are not Government servants and will not be eligible for pension; but on the conditions hereinafter stated any certificated teacher, male or female, employed under the salary-grant system will be entitled to receive a monthly salary payable by Government or by the Municipal or Town Committee of the town or place in which he or she is employed.

Mode of obtaining employment.

7. Holders of the normal school certificates are qualified for employment under these rules.

8. Certificated teachers desiring employment as assistants should register their names with the Deputy Inspector of Schools of the district in which they wish to work or, if willing to serve in any part of Burma, they should submit their names to the Director of Public Instruction through the Deputy Inspector of Schools. Certificated teachers should, however, understand that managers are at liberty to nominate their own assistants subject to the approval of the Director of Public Instruction; arrangements may therefore be made between the manager and certificated teacher direct.

Appointment of certificated teacher.

9. The certificated teacher on appointment will receive from the Director of Public Instruction a warrant of appointment in Form D authorizing him to draw the grant sanctioned for that school. (The full amount of the pay of the certificated teacher's grade cannot be guaranteed in every case.)

Mode of drawing salary.

10. The salary will be payable monthly on a bill, Form E, countersigned by the manager.

Half-salary grant.

11. A certificated teacher who agrees to accept half of his salary from the manager in cash or kind will receive the other half of his salary from Government in the manner prescribed above.

Travelling expenses of certificated assistant teachers.

12. The actual *bonâ fide* travelling expenses of a certificated assistant teacher proceeding from the normal school to join his or her school will be paid by the Head Master of the normal school. In cases of transfer the actual travelling expenses will be borne by the authority or institution to whom or to which the teacher may be transferred. But certificated assistant teachers obtaining transfer or exchange for their own convenience will pay their own travelling expenses.

Relation of certificated assistant teacher to school manager.

13. The certificated assistant teacher will be directly subordinate to his manager in all matters connected with general management.

Exchanges.

14. Exchanges of certificated assistant teachers between schools may be arranged through the Deputy Inspector of Schools by the Deputy Commissioner or Committee concerned, but the transfer must be reported to the Director of Public Instruction, who will issue a fresh certificate in Form D.

Notice required in cases of dismissal or resignation.

15. A certificated assistant teacher wishing to leave his school must give one month's notice to his manager before doing so, and he is entitled to receive one month's notice from his manager before his services are dispensed with, except in case of gross misconduct. In either case the party giving notice will also at once inform the Deputy Commissioner or President of the Committee through the Deputy Inspector of Schools.

Leave.

16. (*a*) Casual leave of absence may be granted to a certificated assistant teacher by the manager of his or her school to the extent of 15 school days in the year without forfeiture of salary although no substitute be provided.

(*b*) If the leave exceed the said total of 15 days, a substitute approved by the Deputy Inspector of Schools must be provided or no salary will be payable. The substitute should, as a general rule, be a certificated teacher.

(*c*) All cases of leave on substitute should be reported by the Deputy Inspector of Schools to the Deputy Commissioner or President of the Committee concerned.

(*d*) Leave during vacations can be granted by managers and the salary-grant will be payable in respect of such leave on the absentee's return to duty.

(*e*) All leave granted must be entered in the service-book of the certificated assistant teacher, under the signature of the manager and of the Deputy Inspector of Schools.

Service-book.

17. Every certificated teacher paid under the salary-grant scheme shall keep a service-book in Form A, in which the remarks of inspecting officers on the work of the teacher will at least once a year be recorded. This record will be largely taken into consideration when grade promotions are made.

Promotion of certificated assistant teacher.

18. (*a*) Promotions will be made once a year by the Director of Public Instruction on the recommendation of the Inspector of Schools.

N.B.—Promotion to a higher grade will not as a matter of course be immediately accompanied by the higher rate of pay, but it will entitle the certificated teacher to employment at a school enjoying the corresponding rate of salary-grant when a vacancy occurs.

(*b*) A certificated teacher will not be eligible for promotion until he has served at least three years in a grade, except in cases of exceptional merit.

Grading of teacher.

19. Certificated assistant teachers are graded as follows:

Grade V, Rs. 20 Grade IV, Rs. 30 Grade III, Rs. 40	For holders of a lower standard certificate.
Grade II, Rs. 50 Grade I, Rs. 60	For holders of a higher standard certificate.

Vernacular Schools under Certificated Managers.

Special aid to Certificated Managers of Indigenous Schools.

20. Any indigenous school conducted by a master or mistress holding a normal school certificate or a teacher's certificate will be eligible for special aid, provided the prescribed records [*vide* section 1 (*c*)] are regularly kept.

Nature of aid to schools under certificated managers.

The special aid offered will be of the following kinds:

(*a*) A first equipment grant of books, maps, slates, and black-board.

(*b*) An annual attendance-grant at the following rates for every pupil who has attended the school for not less than 100 days in the year and who is otherwise qualified, namely,—

(i) for every pupil who has pssed the Upper Primary examination Rs. 4;
(ii) for every pupil who has passed the Lower Primary examination Rs. 3;
(iii) for every pupil certified by the inspecting officer to have made satisfactory progress—

In the upper primary division, Rs. 2.
In the lower primary division, Re. 1.

(*c*) Independent schools of this description are also eligible for results-grants, building grant, and certificated assistants, male or female, under standing rules.

21. As a further inducement to certificated teachers to establish schools of their own (especially in poor and backward districts, where no good indigenous schools exist) the following description of aid is also offered with a view to secure them subsistence until, from fees and other sources, they can make an income that shall render them independent of salaried aid from Government.

Any certificated teacher, male or female, approved by the Director of Public Instruction, establishing a school under his or her direct management with the pledged support of the local elders, in a locality approved by the District or Municipal authority concerned, may be paid a monthly salary for three successive years, namely,—

	Rs.
For the first year	30
For the second year	20
For the third year	10

Provided (*a*) that at least ten elders engage to supervise the school, paying regular visits, and bringing to the notice of the Deputy Inspector of Schools anything of importance; (*b*) that there shall be an average daily attendance of not less than 30 pupils; (*c*) that at the end of the first year 10 per cent., at the end of second year 15 per cent., and at the end of third year 20 per cent. of the average daily attendance pass in two compulsory subjects under the primary standards. Failure to fulfil any of the foregoing conditions will render the teacher liable to have his pay withdrawn.

The District or Municipal authority have the power to extend the term to four or five years at the minimum rate of pay.

Certificated teachers in receipt of the foregoing form of aid are also eligible for aid under sections 4 (*a*) and 20 (*a*), (*b*) and (*c*).

Application for temporary pay.

22. A certificated holder desirous of obtaining temporary pay as manager of a school should proceed as directed in Rule 4 (*a*) submitting with his application the information required by Form F.

Pay-bill to be countersigned by elders.

23. The certificated manager will draw his monthly salary on bill (Form H), which must be countersigned by not less than two of the Committee of Elders who have undertaken to supervise the school.

Form A.

Service-book for Certificated Teachers.

(Prescribed in Section 17 of the Scheme for the award of Salary-grants to Certificated Teachers, 1889.)

	Entries to be made on this side.
Father's name	
Father's occupation	
Name of certificated teacher	
Race	
Native-place or place of birth	
Date of birth	
Schools at which educated	
Normal school No.	
Departmental examinations passed and date of passing.	

Name of Certificated Teacher——————.

Monthly rate of salary-grant.	Date from which drawn or date of promotion.	Schools in which employed.	Date of joining the school.	Date of leaving the school.	Reasons for termination of service in the school.	Period for which leave has been obtained.		Signature of the authority granting the leave.	Date of annual examination for results-grants.	Amount of Results-grants awarded.			Remarks by the Inspector of Schools on the work of the certificated teacher and his fitness for promotion.
						From	To			To the school-manager.	To the certificated assistant teacher.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14

1. When a certificated teacher is promoted the higher rate of salary should be entered in column No. 1 and the date of the warrant entered in the same line in column 2.
2. When a fresh entry has to be made in columns 1 to 13 the position of the entry will be below that of the last line of the remarks entered in column No. 14.

Form B.

(Referred to in Section 4 (*c*) of the Salary-grant System of 1889.)

Statement to accompany the Application of.....School-manager.....District for a $\frac{full}{half}$ salary grant.

Name of the school.	Name of manager.	Township and precise locality of the school.	Whether within or without Municipal limits.	Whether monastic or lay.	Names of Committee or elders responsible for the management of the school.	Rate of tuition fee.	Average daily attendance.			Amount of salary-grant solicited.	Whether full or half salary.	Name and grade of certificated assistant teacher nominated.	Remarks by the Deputy Inspector of Schools in regard to the school and the merits of the application.
							Boys.	Girls.	Total.				

FORM C.

Form of sanction for salary-grant.

(Referred to in section 4 (*d*) of the Salary-grant Scheme of 1889.)

No.....

Dated Rangoon, the.....18

Maung/Ma ———— manager of a monastic/lay school at.....having applied for a salary-grant under Rule (.....) of the Salary-grant Scheme, in order to engage a certificated assistant teacher, and the President/Deputy Commissioner of the ..... Board/District at.....having provided the necessary funds, a full/half salary-grant of Rs.....a month is hereby sanctioned.

Director of Public Instruction.

Memorandum for the guidance of the School-manager.

THE grant payable under this sanction will be drawn by the certificated assistant teacher on a bill form (.....) countersigned by the manager to the effect that the certificated assistant teacher has performed his/her duties satisfactorily during the past month of .....and that his/her registers are in order and complete to date, and that his/her monthly return has been duly despatched to the Deputy Inspector of Schools.

COPY forwarded to .....

Director of Public Instruc

FORM D.

Appointing Certificated Assistant Teacher.

(Referred to in sections 5 and 9 of the Salary-grant Scheme of 1889.)

No.....

Dated Rangoon, the.....18

CERTIFICATED ASSISTANT TEACHER Maung/Ma ———— (Normal School No.....) .....grade, having been selected for employment in ..... school at.....for which a full/half salary-grant of Rs.....a month has been sanctioned under Rule.....he/she is hereby authorized to draw the said monthly salary of Rs.....from the date of his/her joining the school.

Director of Public Instruction.

No.....

Dated Rangoon, the.....18

COPY forwarded to.....

Director of Public Instruction.

FORM E.

Monthly Pay-bill of Certificated Assistant Teacher.

(Referred to in section 10 of the Salary-grant System of 1889.)

Dated.....18

RECEIVED my full/half salary for the month of.....payable under Director of Public Instruction's Warrant No.....dated.....18.....

Certificated Assistant Teacher.

Certificate by Manager.

I HEREBY certify that Certificated Assistant Teacher Maung/Ma ———— has performed his/her duties satisfactorily during the past month of.....and that his/her registers are in order and complete to date, and that his/her monthly return has been duly despatched to the Deputy Inspector of Schools.

Manager.

Form F.

(Referred to in sections 21 and 22 of the Salary-grant System of 1889.)

Statement to accompany the application of.....grade Certificated School-manager,.....district, for grant of temporary salary.

Name of school.	Township and precise locality of the school.	Whether within or without Municipal limits.	Whether holding teacher's or normal student's certificate.	Length of experience as teacher.	Average daily attendance			Signature of ten elders promising to supervise the school.	Rate of tuition and amount collected last month.	Remarks by the Deputy Inspector of Schools in regard to the school and the merit of the application.
					Boys.	Girls.	Total.			

N.B.—Same as Form B.

Deputy Inspector of Schools.

.....District.

Form G.

Certificate sanctioning temporary salary to Certificated School-manager under section 21 of the Salary-grant Scheme of 1889.

No.....

Dated Rangoon, the.....18....

Maung / Ma _____ the certificated manager of.....school at..... having applied for grant of a temporary salary under sections 21 and 22 of the Salary-grant Scheme of 1889, and the application being approved by the District / Municipal authority, sanction is hereby accorded to the following salary-grant, commencing from the 1st of..... 18.....at the rates specified below:—

First year ending.....of.....18.....at Rs. 30 a month.
Second year ending.....of.....18.....at Rs. 20 a month.
Third year ending.....of.....18.....at Rs. 10 a month.

Director of Public Instruction.

No..... ..

Dated Rangoon, the.....18.....

Copy forwarded to.....

Director of Public Instruction.

Form H.

Bill for temporary salary of Certificated Manager.

(Referred to in section 21 of the Salary-grant System of 1889.)

Dated..... ..18.....

Received my salary for the month of.....18.....under warrant No.....dated.....18.....of the Director of Public Instruction, being the rate payable for the *first, second,* and *third* year.

Rs.....

Certificated School-manager at.....

Certificate by Superintending Elders.

We, the undersigned elders, certify that we have personally visited the school during the past month and are satisfied with its condition.

(Signature).....

APPENDIX B.

Notification No. 49, dated Rangoon, the 24th December 1889.

Inter-school Rules.

1. A boy before he is admitted to a school will be required to produce a certificate from the Headmaster of the last school in which he was reading. Whenever possible a parent or guardian should apply for the certificate in person; if he cannot do this, he should apply by letter, and either accompany the boy, when he applies for admission to the new school, or send a letter by him authorizing his admission to that particular school.

2. The certificate shall run as follows:

"This is to certify that....., son of....., aged.....years, resident at....., leaves this institution on the..... .....with a.....character. He has paid all the school dues for tuition and boarding up to date, and leaves from the.....standard."

[School-managers are required to keep a receipt book in cheque and counterfoil, and to give a signed receipt each month on payment of the tuition and boarding charges.

They should give the father or guardian of a boy who is admitted a statement in writing showing what charges for tuition and for boarding are expected from him each month.

All objections regarding the dues required of a boy when he wishes to leave shall be referred for settlement to the Director of Public Instruction.]

3. The certificate is to be given upon the day in which it is asked for. It is not the business of the Head Master to enquire why the boy wishes to leave his school.

4. A boy coming for admission shall not be placed in a higher class than that in which he was in the school he has left.

[To promote a newly admitted boy, except it be after the regular annual examination of the school, is a breach of the rule. By the "regular annual examination" is to be understood the examination held each year for deciding promotions from one class to another.]

5. The fact of a boy appearing for admission without having undergone the annual examination of his old school must be regarded, unless the reverse is certified to by his former Head Master, as sufficient evidence of his not having been fit for promotion. He should therefore be admitted into the class in which he had been reading in the other school.

6. Every case in which a boy is dismissed or expelled should be notified at once to the Inspector of Schools.

7. If a boy's name be struck off for non-payment of tuition fees, he shall not receive a certificate until he has paid them.

8. If a boy leaves the school after having failed at the examination of his class, a note to that effect shall be entered in the certificate granted to him by the Head Master.

9. All questions arising between one Head Master and another respecting the enforcement of these rules shall be referred to the Inspector of Schools as soon as possible.

10. Attendance at a non-registered school between leaving a registered one and applying to enter another does not dispense with the necessity of compliance with Rule 1.

11. If a boy be found to produce a false certificate or to make a false statement as to his attendance at any school, he shall be expelled or, at the discretion of the Inspector of Schools, be publicly degraded for that year to the class below that in which he is.

12. Wilful transgression of any of the foregoing rules will render a school liable to forfeit the right to send up boys for the public examinations and to receive any aid from Government.

APPENDIX C.

Rules for the award of Medical Scholarships for Male Candidates tenable at the Medical College, Calcutta.

THESE scholarships are open to candidates of Burmese and Indo-Burmese origin only. By "Indo-Burmese" are meant Burmese of half or three-quarter blood, who have some alien blood, but whose language and mode of life is Burmese. In "Burmans" and "Burmese" Karens and Talaings are included.

The following are the conditions under which the scholarships will be awarded.

Candidates for this scholarship must not be over 22 years of age, and must either have passed the University Entrance examination or satisfy the Director of Public Instruction that they possess a sufficient acquaintance with the English language and mathematics. As instruction at the College is conveyed in English, candidates must possess a tolerably full knowledge of that language.

The value of each scholarship is Rs. 50 per mensem. This is intended to cover the cost of College fees, board and lodging, &c., and an additional allowance of Rs. 10 per mensem will be made to meet the cost of books, &c., making the total Rs. 60 per mensem in all.

Special arrangements will, as far as possible, be made for the board and lodging of students in or near the College premises.

Successful candidates will be provided by Government with a free passage from Rangoon or their homes to Calcutta and a free return passage on completing the College course; and during the course they will, once a year, be provided with a free passage from Calcutta to Rangoon, or to their homes, and back at the time of the College vacation. Candidates nominated for these scholarships, if 18 years of age and above, will, before proceeding to Calcutta, have to enter into a bond with this department to duly attend and complete the full course of instruction at the said College as prescribed by the rules, and shall pass the examinations prescribed at the College within the prescribed periods, and shall (if required so to do) enter into and remain in the service of Government, and well and faithfully perform the duties assigned to them during a period of seven years from the time they shall have completed the full course of instruction or the time when they shall have passed the final examination at such College. In the case of candidates who are minors, either their parents or guardians will have to enter into the bond on their behalf, and be liable to Government for the due fulfilment by them of the conditions of the bond, and in the event of any breach of the conditions to repay to Government such sum as is set forth in the bond. The stamp duty on the bond will be paid by Government, and the security on each bond will be half the amount which it would cost Government for each scholar.

The course of instruction in each case extends over five years and the following are the prospects open to qualified students.

Students who have completed the course of the Medical College and are qualified for the appointment of Assistant Surgeons will receive appointments in this province on the following salaries:

(*a*) For the first seven years of their service a salary of Rs. 100 a month. For the next seven years of their service Rs. 150 a month, provided they have passed the examination which Assistant Surgeons on the regular establishment are required to pass after seven years' service. For the remainder of their service they will draw Rs. 200 a month, provided they have passed the examination which Assistant Surgeons on the regular establishment are required to pass after 14 years' service.

(*b*) A local Assistant Surgeon will draw for medical charge of a district the allowance admissible under Article 157 of the Civil Service Regulations.

(*c*) A local Assistant Surgeon will draw for the charge of a jail the allowance admissible under Article 180 of the Civil Service Regulations.

(*d*) A local Assistant Surgeon will draw an additional allowance of Rs. 50 a month on passing the examination which qualifies under the Bengal Regulations for the appointment of Assistant Surgeons.

Assistant Surgeons will be graded as follows.

Grade.	Service.	Grade pay.
		Rs.
Third grade	Under seven years	100
Second grade	Over seven and under 14 years' service	150
First grade	Above 14 years' service	200

Promotion to higher grades will depend upon passing an examination as stated in the next foregoing rules and upon general efficiency. It will not be regulated solely by length of service. Extra allowances as allowed by the rules will be given for the charge of lock-hospitals, jails, asylums, and civil stations.

Candidates for these scholarships must submit their applications to the Director of Public Instruction. The letter of application should be written by the candidate himself and each application should be accompanied by a letter of recommendation from the Managers of the candidate's school or, in the case of private students, from an Inspector of Schools, the President of District Committee of Public Instruction, or the Head Master of a Government district school.

The application should state clearly the nature of the candidate's previous education and of the certificates which he holds.

APPENDIX D.

Rules for the award of Hospital Assistant Scholarships tenable at the Medical College, Madras.

THESE scholarships are open to candidates of Burmese and Karen origin, of whole or half blood, or else Burmese-speaking sons of Hospital Assistants who have served over 10 years in Burma.

The following are the conditions under which the scholarships will be awarded. Candidates for these scholarships must not be below 15 nor above 19 years of age, and will be required to pass an examination in the following subjects :—

(*a*) *English.*—A portion, not exceeding 30 lines in length, selected from a standard English author, will be given as an exercise in dictation. Twenty errors in spelling, exclusive of technical and other unusual words, which will not be counted, will exclude the candidate from further competition. Bad marks will be assigned for defective handwriting. Candidates will also be examined in the meaning of words and phrases, in grammatical construction of sentences, and in grammar generally.

Native language.—Candidates will further be required to translate into English a short exercise in their own vernacular, and to translate into their own vernacular a short exercise in English.

(*b*) *History.*—The leading facts of the History of India.

(*c*) *Geography.*—The Geography of India.

(*d*) *Arithmetic.*—The first four rules of arithmetic, and vulgar and decimal fractions.

(*e*) *Translation.*—To read and write their own vernaculars with fluency and accuracy.

Candidates who have passed the Middle School examination (English) or the University Entrance examination will be eligible without further examination.

Each scholarship will be tenable for four years.

The first year, during which the pre-collegiate course will be taken, will be spent in the province.

Government will provide the books necessary for the pre-collegiate course and no charge will be made for instruction.

For the year passed in Burma the value of each scholarship will be Rs. 20 per mensem without any further allowances, except actual travelling expenses from the scholar's home to the place where the course is passed and the same from and to his home once a year to enable the scholar to visit his friends.

For the three subsequent years, which will be spent in Madras, the value of each scholarship will be Rs. 30 per mensem with Rs. 10 per mensem for books, fees being paid by Government.

Each scholar will be paid his passage from his home to Madras and back, and will also receive a free double passage to visit his home once a year.

Any scholar who fails to pass the prescribed examination at the close of the pre-collegiate course will be held to have forfeited his scholarship.

Intending candidates should apply in person to the Civil Surgeon of the district in which they are resident not later than the *15th July each year.*

The Civil Surgeon will satisfy himself as to the character and respectability of the applicant, and will himself certify to the candidate's physical fitness for the public service.

The examination of the candidates by the educational test above described will, with the permission of the local Educational Officers, be held by the Head Master or Second Master of the nearest English school, and a fee of Rs. 5 will be paid by the Civil Medical Department to the examiner for each candidate whom the Civil Surgeon may present for a certificate.

The final selection of candidates will be made by the Sanitary Commissioner and the Director of Public Instruction from the list of nominees presented by Civil Surgeons.

Selected candidates will be required to attend any hospital in the province for one year from the 1st September in order to complete their pre-collegiate course before being sent to Madras.

Candidates nominated for these scholarships, if 18 years of age and above, will, before proceeding to Madras, have to enter into a bond with this department to duly attend and complete the full course of instruction at the said college, as prescribed by the rules, and shall pass the examinations prescribed at the college within the prescribed periods; and shall (if required so to do) enter into and remain in the service of Government, and well and faithfully perform the duties assigned to them during a period of seven years from the time they shall have completed the full course of instruction, or the time when they shall have passed the final examination at the College.

In the case of candidates who are minors, either their parents or guardians will have to enter into the bond on their behalf and be liable to Government for the due fulfilment by

them of the conditions of the bond, and in the event of any breach of the conditions to repay to Government such sum as is set forth in the bond.

The stamp duty on the bond will be paid by Government, and the security on each bond will be half the amount which it would cost Government for each scholar.

At the end of the four years' course candidates who have obtained certificates at the final examination will be entitled to Government employment in Burma as Hospital Assistants at the sanctioned scale, shown in the following table :

Rank of Hospital Assistant.		Pay of rank.	Maximum allowance which the Chief Commissioner is authorized to grant for approved service.
		Rs.	Rs.
Civil Hospital Assistant with English qualifications.	1st grade ..	55	45
	2nd grade ..	35	40
	3rd grade ..	25	25
Civil Hospital Assistants without English qualifications.	1st grade ..	35	35
	2nd grade ..	25	25
	3rd grade ..	20	20

Candidates who have completed the first year's course in Burma must reach Madras by the 1st October in time to join the Medical College when the session commences.

APPENDIX E.

Scholarship Bond to be used when the Scholar is of age and to be registered when executed.

[*N.B.*—The stamp duty on this bond is paid by the Government, *vide* C. C. O., General Department No. 456-27M. (Medical), dated the 17th April 1890.]

KNOW ALL MEN by these presents that I..... .. .. of.....am held and firmly bound to the Secretary of State for India in Council, in thesum of Rupees..... being half the amount of value of the scholarship and cost of journeys to and from $\frac{\text{Calcutta}}{\text{Madras}}$ during the period of studentship to be paid to the said Secretary of State his successors in office or assigns for which payment to be well and truly made I bind myself my heirs executors and administrators firmly by these presents.

IN WITNESS WHEREOF I have hereunto set my hand this..... day of.....189.....

Signature of two Witnesses. (*Signature of Scholar.*)

WHEREAS the abovenamed..... .....has obtained a Government .....scholarship at the.....College tenable for .....years from the.....day of..... 189.....subject to the condition of $\frac{\text{his}}{\text{her}}$ entering into this bond or obligation. Now the condition of the abovewritten bond or obligation is such that if the said..... shall unless prevented by ill-health duly attend and completely go through the full course of instruction at the said college during a period of.....consecutive years and shall successfully pass the examinations prescribed at such college within the prescribed periods and shall (if required so to do) enter into and remain in the service of Government and well and faithfully perform the duties assigned to $\frac{\text{him}}{\text{her}}$ during a period of seven years from the time $\frac{\text{he}}{\text{she}}$ shall have completed the full course of instruction at such college or the time when $\frac{\text{he}}{\text{she}}$ shall have successfully passed the final examination at such college the abovewritten bond or obligation shall be void otherwise the same shall remain in full force and virtue.

APPENDIX F.

Scholarship Bond to be used when the Scholar is a Minor and to be registered when executed.

[*N.B.*—The stamp duty on this bond is paid by the Government, *vide* C. C. O., General Department No. 456-27M. (Medical), dated the 17th April 1890.]

KNOW ALL MEN by these presents that I.....
of.....am held and firmly bound to the Secretary of State for India in Council in the sum of Rupees.....
being half the amount of value of the scholarship and cost of journeys to and from $\frac{\text{Calcutta}}{\text{Madras}}$ during the period of studentship to be paid to the said Secretary of State his successors in office or assigns for which payment to be well and truly made I bind myself my heirs executors and administrators firmly by these presents.

IN WITNESS WHEREOF I have hereunto set my hand this.....day of..... .....189.....

(*Signature of two Witnesses.*) (*Signature of Surety.*)

WHEREAS.....of.....
has obtained a Government.....scholarship at the.....
College tenable for.....years from the.....
day of.....189..... subject to the condition of the said.....
.....entering into this bond or obligation as surety that the said.....
.....shall fulfil the conditions hereinafter appearing. Now the condition of the abovewritten bond or obligation is such that if the said.....
.....shall unless prevented by ill-health duly attend and completely go through the full course of instruction at the said college during a period of.....consecutive years and shall successfully pass the examinations prescribed at such college within the prescribed periods and shall (if required so to do) enter into and remain in the service of Government and well and faithfully perform the duties assigned to $\frac{\text{him}}{\text{her}}$ during a period of seven years from the time $\frac{\text{he}}{\text{she}}$ shall have completed the full course of instruction at such college or the time when $\frac{\text{he}}{\text{she}}$ shall have successfully passed the final examination at such college then the abovewritten bond or obligation shall be void otherwise the same shall remain in full force and virtue.

GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Lower Burma at the end of the official year 1889-90.*

(For details see General Table III.)

Area and population.				Public institutions.							Private institutions.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles	Number of towns and villages	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools	All other special schools.	Total of public institutions.	Advanced	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
87,220	Towns ... 20 Villages . 15,837 Total ... 15,857	Males ... 1,991,005 Females 1,745,766 Total .. 3,736,771	Institutions .. for males ..	1	...	60	2,954	2	13	3,030	...	2,949	5,979	Institutions to number of towns and villages ... 38·25	
			for females	...	...	14	53	2	...	69	...	18	87		
			Total	1	...	74	3,007	4	13	3,099	...	2,967	6,066	38·25	
			Scholars .. Males ...	22	...	7,940	72,487	38	398	80,885	...	33,688	114,573	Male scholars to male population of school-going age ... 38 36	
			Females ...	1	...	1,583	11,499	36	...	13,119	...	1,315	14,434	Female scholars to female population of school-going age 5 51	
			Total	23	...	9,523	83,986	74	398	94,004	...	35,003	129,007	23 02	

GENERAL TABLE II.—*Abstract Return of Expenditure on Public Instruction in Lower Burma for the official year 1889-90.*

(For details see General Table IV.)

1	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*											
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males	44,862	...	2,80,773	1,79,465	16,790	23,707	5,45,597	...	23,158	78,982	26,517	34,859	4,641	55,588	2,23,745	8,57,801	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 29·38
For females	...	...	72,768	12,611	3,080	...	88,459										Percentage of local fund expenditure included in column 17 to total expenditure on public instruction. 10·17
Total ...	44,862	...	3,53,541	1,92,076	19,870	23,707	6,34,056	...	23,158	78,982	26,517	34,859	4,641	55,588	2,23,745	8,57,801	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction. 25·98
2. (*a*) Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction ...	17·24	...	19·03	3·59	7·82	3·96	51·64	...	9·19	13·78	4·25	5·16	0·40	15·58	48·36	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction. 14·78
(*b*) Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ...	...	...	3·05	71·00	...	...	74·05	...	...	23·34	2·53	0·06	...	...	25·95	100	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 18·99
(*c*) Percentage of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	49·05	28·38	...	0·70	78·73	...	...	5·40	5·58	3·29	0·29	6·71	21·27	100	Total ... 100
(*d*) Percentages on total expenditure in columns 2—17 to total expenditure on public instruction	5·23	...	41·22	22·39	2·32	2·76	73·92	...	2·70	9·21	3·09	4·06	0·54	6·48	26·08	100	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. Cost to provincial revenues ...	1,809 14 0	...	49 1 3	5 10 8	281 9 10	30 10 1	71 13 9										
Cost to local and municipal funds ...	...	...	...	...	...	...	...										
Total cost ...	1,809 14 0	...	76 7 0	23 3 6	283 13 9	40 15 10	91 5 9										
Local fund schools. Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to municipal funds ...	...	...	35 12 9	30 1 4	...	28 6 3	34 13 11										
Total cost ...	...	...	47 12 4	35 7 2	...	32 0 7	45 12 3										
Institutions in Native States. Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and municipal funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. Cost to provincial revenues ...	...	...	3 8 6	0 2 6	...	56 0 0	0 11 0										
Cost to local and municipal funds ...	...	...	4 14 11	3 12 11	...	...	3 15 7										
Total cost ...	...	...	30 10 4	4 3 11	...	420 0 0	8 6 1										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions. Cost to provincial revenues ...	1,809 14 0	...	5 0 2	0 3 7	281 9 10	27 12 8	1 6 2										
Cost to local and municipal funds ...	...	...	11 13 11	3 15 11	...	4 4 4	2 15 0										
Total cost ...	1,809 4 0	...	36 15 2	4 12 3	283 13 9	66 0 7	6 11 10										

GENERAL TABLE III.—*Return of Colleges, Schools, and Scholars*

PUBLIC INST-

UNDER PUBLIC MANAGEMENT.

Class of institution	*Managed by Government.*				*Managed by Local Fund and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English	1	23	24	19	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	23	24	19	...	...	...	...	...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For Boys — High schools	2	360	322	279	3	690	753	624	...	...	...	...
For Boys — Middle — English	1	150	162	132	12	1,345	1,335	1,112	...	...	...	...
For Boys — Middle — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle — English	...	...	...	...	1	156	140	101	...	...	...	...
For Girls — Middle — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	510	484	411	16	2,100	2228	1,837	...	...	...	...
Primary Schools.												
For boys	4	478	511	401	6	300	309	253	...	...	...	...
For girls	...	...	...	...	1	56	53	46	...	...	...	...
Total	4	478	511	401	7	362	362	299	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters	2	38	40	33	...	...	...	...	...	...	...	...
Training schools for mistresses	2	36	30	26	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	9	311	280	224	3	60	74	43	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...
Total	13	385	350	283	3	60	54	43	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	21	1,396	1,369	1,114	26	2,612	2,644	2,179	...	...	...	...

PRIVATE INSTITUTIONS ...

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standards ... ...

in Lower Burma for the official year 1889-90.

TUTIONS.

UNDER PRIVATE MANAGEMENT.																			
Aided by Government, or by Local Fund, or Municipal Boards.				*Unaided.*						NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.						
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of Public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	1	23	23	17	...	7	2	...	1	13	1	...	
—	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	23	23	17	...	7	2	...	1	13	1	...	
8	1,279	1,368	1,119	...	...	...	...	8	2,328	2,328	15	2,313	425	118	53	171	1,561	...	...	
19	3,060	3,019	2,502	...	...	...	...	32	4,555	4,459	60	4,429	301	1,152	548	320	2,234	322	...	
20	1,348	1,348	1,348	...	...	...	...	20	1,348	...	774	1,348	...	73	1	35	1,239	223	...	
3	488	491	414	...	...	...	...	3	488	488	5	258	466	19	...	...	4	...	88	
8	487	465	388	...	...	...	...	9	643	561	...	516	287	104	3	2	247	...	166	
2	161	165	142	...	...	...	...	2	161	...	...	161	...	110	...	9	42	...	...	
55	6,823	6,856	5,907	...	...	...	...	74	9,523	7,836	803	9,025	1,478	1,576	605	537	5,327	545	254	
1,010	37,504	37,553	37,502	1,934	43,456	43,456	43,456	2,954	81,804	2,901	40,317	80,880	25	8,418	51	936	72,374	10,406	...	
41	1,877	1,870	1,868	11	249	249	249	53	2,182	65	725	2,149	32	395	5	78	1,672	...	1,089	
1,051	39,441	39,423	39,370	1,945	43,705	43,705	43,705	3,007	83,986	2,966	41,042	83,038	57	8,813	56	1,014	74,046	10,406	1,089	
...	...	...	...	...	...	...	...	2	38	5	3	28	...	1	...	11	26	...	...	
...	...	...	...	...	...	...	...	2	36	20	...	36	...	33	...	...	3	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	12	371	113	...	258	33	24	...	7	307	...	...	
1	27	25	3	...	...	...	...	1	27	4	...	23	...	20	...	1	6	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	27	25	23	...	...	...	...	17	472	142	8	345	33	78	...	19	342	...	...	
1,107	46,291	46,304	45,300	1,945	43,705	43,705	43,705	3,099	94,004	10,967	41,925	92,408	1,575	10,469	661	1,571	79,728	10,952	1,343	
...	...	...	...	...	...	...	For boys	2,783	32,587	...	14,385	32,587	...	22	...	14	32,551	613	...	
...	...	...	...	...	...	...	,, girls	18	396	...	32	280	...	...	...	6	282	...	117	
...	...	...	...	...	...	...	For boys	167	2,190	...	1,270	824	...	...	...	2,190	...	333	...	
							,, girls	...	...	...	...	...	...	...	...	...	...	...	...	
							For boys	...	...	...	...	...	...	...	...	...	...	...	...	
							,, girls	...	...	...	...	...	...	...	...	...	...	...	...	
						Total		2,967	35,003	...	15,687	33,697	...	22	...	2,148	32,833	1,146	117	
						GRAND TOTAL		6,066	129,007	10,967	57,612	126,105	1,575	10,491	661	3,719	112,561	12,098	1,460	

GENERAL TABLE IV.—*Return of Expenditure on Public*

PUBLIC INSTI

	Object of expenditure.	Under public management.																
		Maintained by Government.							*Maintained by Local Funds and Municipal Boards.*							*Maintained by*		
		Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.	*Arts Colleges.*																		
	English	43,437	...	...	1,425	...	...	44,862	...	...	...	...	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.																		
	Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	43,437	...	...	1,425	...	...	44,862	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*																		
	For boys. High schools	15,970	...	...	7,506	...	...	23,476	...	...	25,850	12,238	...	...	38,088	...	...	...	...
	For boys. Middle schools English ...	7,785	...	...	5,734	...	...	13,519	...	...	48,794	13,130	...	78	62,002	...	...	...	...
	For boys. Middle schools Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For girls. High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For girls. Middle schools English ...	...	...	...	...	...	...	...	...	...	5,123	1,227	...	...	6,350	...	...	...	...
	For girls. Middle schools Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	23,755	...	...	13,240	...	...	36,995	...	...	79,767	26,595	...	78	1,06,440	...	...	...	...
	Primary Schools.																		
	For boys	2,805	...	...	8,999	...	...	11,804	...	...	8,512	1,851	...	...	10,363	...	...	...	...
	For girls	...	...	...	...	...	...	...	...	...	2,378	91	...	...	2,469	...	...	...	...
	Total ...	2,805	...	...	8,999	...	...	11,804	...	...	10,890	1,942	...	...	12,832	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*																		
	Training schools for masters ...	16,790	...	...	...	...	...	16,790	...	...	...	...	...	...	...	...	...	...	...
	Training schools for mistresses ...	2,925	...	...	157	...	...	3,080	...	...	...	...	...	...	...	...	...	...	...
	Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering and Surveying schools	8,577	...	...	2,785	...	115	11,477	...	...	1,533	197	...	...	1,730	...	...	...	...
	Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	28,290	...	...	2,942	...	115	31,347	...	...	1,533	197	...	...	1,730	...	...	...	...
	Buildings	11,293	...	...	...	...	...	11,293	708	105	7,257	...	...	...	8,070	...	...	...	...
	Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	650	...	...	...	650	...	...	...	...
	Total ...	11,293	...	...	...	...	...	11,293	708	105	7,907	...	...	...	8,720	...	...	...	...
SCHOLARSHIPS HELD IN	*University*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,09,670	...	...	26,676	...	115	1,36,361	708	105	1,00,097	28,734	...	78	1,29,722	...	...	...	...

Instruction in Lower Burma for the official year 1889-90.

TUTIONS.

Native States.			Under private management.										Total expenditure from					
			Aided by Government or by Local Funds or Municipal Boards.							*Unaided.*								
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20.	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	..	43,437	...	...	1,425	...	44,862
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,437	...	...	1,425	...	44,862
...	...	...	4,538	...	6,716	19,283	1,663	14,477	46,080	...	...	...	...	20,508	...	32,566	39,030	16,140	1,08,244
...	...	...	6,189	...	8,961	27,302	16,330	26,545	85,327	...	...	...	..	13,974	...	57,755	46,166	42,953	1,60,848
...	...	...	...	4,237	7,444	...	...	...	11,681	...	...	...	...	...	4,237	7,444	...	...	11,681
...	...	...	6,466	...	3,707	14,115	753	6,065	31,106	...	...	...	...	6,466	...	3,707	14,115	6,818	31,106
...	...	...	5,470	...	2,188	8,011	4,079	8,812	28,560	...	...	...	...	5,470	...	7,311	9,238	12,891	34,910
...	...	...	1,537	...	575	540	...	4,100	6,752	...	...	...	...	1,537	...	575	540	4,100	6,752
...	...	...	24,900	4,237	29,591	69,254	22,825	59,999	2,10,106	...	...	...	...	47,955	4,237	1,09,358	1,09,089	82,902	3,53,541
...	...	...	4,019	97,100	48,387	1,895	675	5,162	1,57,238	...	...	...	...	6,914	97,100	50,800	12,715	5,837	1,79,465
...	...	...	2,144	1,407	3,236	320	...	3,026	10,142	...	...	...	...	2,144	1,407	5,614	420	3,026	12,611
...	...	...	6,163	98,507	51,623	2,224	675	8,188	1,67,380	...	...	...	...	9,058	98,507	62,513	13,135	8,863	1,92,076
...	...	...	...	...	...	...	...	...	...	...	...	...	...	16,790	...	...	...	...	16,790
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,923	...	...	157	...	3,080
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,577	...	1,533	2,982	115	13,207
...	...	...	1,400	...	...	...	...	9,100	10,500	...	...	...	...	1,400	...	...	...	9,100	10,500
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1,400	...	...	...	...	9,100	10,500	...	...	...	...	20,690	...	1,533	3,139	9,215	43,577
...	...	...	1,000	...	...	...	11,000	3,496	15,496	...	...	...	...	18,001	105	7,257	...	14,496	34,859
...	...	...	1,000	...	...	...	...	2,991	3,991	...	...	...	...	1,000	...	650	...	2,991	4,641
...	...	...	2,000	...	...	...	11,000	6,487	19,487	...	...	...	...	14,001	105	7,907	...	17,487	39 500
...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	23,158	...	...	...	...	23,158
...	...	...	...	...	...	...	...	...	...	...	...	...	...	34,714	32,381	11,887	...	...	78,982
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,114	...	...	...	...	4,114
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	918	3,430	9,528	...	...	13,876
...	...	...	...	...	...	...	...	...	...	...	...	...	...	12	87	2,754	...	...	2,853
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,074	...	...	...	...	5,074
...	...	...	...	...	...	...	...	...	...	...	...	...	...	39,254	...	14,786	...	1,548	55,588
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,07,844	35,898	38,935	..	1,548	1,84,245
...	...	...	33,763	1,02,744	81,214	71,478	34,500	33,774	4,07,473	...	...	...	...	2,51,985	1,38,747	2,20,266	1,20,788	1,20,015	8,57,801

GENERAL TABLE V.—*Return of the stages of instruction of Pupils in Public Schools for General Education in Lower Burma at the end of the official year 1889-90.*

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*				
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For boys — Government — English	3	510	95	...	95	238	...	238	58	...	58	119	...	119	...	...	...	510	...	510
For boys — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — English	15	2,034	33	...	33	494	...	494	435	...	435	1,069	3	1,072	...	...	...	2,031	3	2,034
For boys — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — English	22	4,339	100	...	100	950	49	999	825	57	882	2,110	203	2,313	35	10	45	4,020	319	4,339
For boys — Aided — Vernacular	90	1,348	...	...	...	113	5	118	191	13	204	672	157	829	149	48	197	1,125	223	1,348
For boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	60	8,231	228	...	228	1,795	54	1,849	1,509	70	1,579	3,970	363	4,333	184	58	242	7,686	545	8,231
For girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — English	1	156	...	...	...	...	...	...	...	18	18	42	96	138	...	...	...	42	114	156
For girls — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	11	975	...	20	20	7	180	187	38	171	209	152	356	508	15	36	51	212	763	975
For girls — Aided — Vernacular	2	161	...	...	...	...	48	48	...	46	46	...	67	67	...	...	...	...	161	161
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	14	1,292	...	20	20	7	228	235	38	235	273	194	519	713	15	36	51	254	1,038	1,292
Total Secondary Schools	74	9,523	228	20	248	1,802	282	2,084	1,547	305	1,852	4,164	882	5,046	199	94	293	7,940	1,583	9,523

Primary schools –																							
For boys	Government	4	478	...	...	...	...	...	...	156	...	156	322	...	322	...	...	...	478	...	478
	Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	6	306	...	...	...	13	...	13	75	...	75	184	9	193	17	8	25	269	17	306
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	1,010	37,564	...	...	...	6	1	7	2,482	362	2,844	18,506	5,656	24,162	8,390	2,161	10,551	29,384	8,180	37,564
	Unaided ...	1,934	43,456	...	...	...	...	...	...	9	...	9	16,727	1,035	17,762	24,511	1,174	25,685	41,247	2,209	43,456
	Total ...	2,954	81,804	...	...	...	19	1	20	2,722	362	3,084	35,739	6,700	42,439	32,918	3,343	36,261	71,398	10,406	81,804
For girls	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	1	56	...	...	...	...	...	...	1	14	15	10	15	25	4	12	16	15	41	56
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	41	1,877	...	...	...	...	...	...	99	67	166	614	669	1,283	234	194	428	947	930	1,877
	Unaided ...	11	249	...	...	...	...	...	...	...	...	...	68	82	150	59	40	99	127	122	249
	Total ...	53	2,182	...	...	...	...	...	...	100	81	181	692	766	1,458	297	246	543	1,089	1,093	2,182
Total Primary Schools ...		3,007	83,986	...	...	...	19	1	20	2,822	443	3,265	36,431	7,466	43,897	33,215	3,589	36,804	72,487	11,499	83,986
GRAND TOTAL ...		3,061	93,509	228	20	248	1,821	283	2,104	4,369	748	5,117	40,595	8,348	48,943	33,414	3,683	37,097	80,427	13,082	93,509

GENERAL TABLE VI.—*Return showing the Results of Prescribed Examinations in Lower Burma during the official year 1889-90.*

Nature of examination	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	1	...	...	1	2	...	...	...	2	2	...	...	...	2	1	...	...	...	1	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4 First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4 First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4 First Arts	1	...	...	1	10	...	...	...	10	6	...	...	...	6	1	...	...	...	5	
4 Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3 Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3 Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3 Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4 High Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4 High Proficiency in Arabic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4 High Proficiency in Persian ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5 Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5 Proficiency in Arabic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5 Proficiency in Persian ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5 Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

3. Bachelor of Law		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—																								
1. M. D.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L. M. S.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5 First M. B.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5 First L. M. S.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																								
1. M. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching—																								
1. Licentiate in Teaching		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education—																								
1. Matriculation...	Boys	...	4	3	...	7	47	14	...	3	64	18	5	...	1	24	7	...	...	1	16			
	Girls	...	...	2	...	2	...	5	...	...	5	...	...	...	...	...	...	...	...	...	...			
2. Middle School examination ...	Boys	...	22	114	27	163	295	543	16	12	866	36	33	1	3	73	16	8	2	4	43			
	Girls	...	3	14	1	18	16	78	...	1	95	13	10	...	1	24	8	15	...	...	1			
3. Upper Primary examination ...	Boys	...	25	378	...	403	333	2,499	...	...	2,832	186	1,173	...	...	1,359	52	194	38	35	1,040			
	Girls	...	4	35	...	39	15	467	...	...	492	4	213	...	...	217	49	84	...	2	82			
4. Lower Primary examination ...	Boys	...	26	1,309	...	1,335	448	13,350	...	...	13,798	245	2,689	...	...	2,884	35	489	30	65	2,955			
	Girls	...	6	54	...	60	63	2,939	...	...	3,002	13	567	...	...	580	62	187	3	2	326			
5. Public Service Certificate examination.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
	Vernacular		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
Schools of General Instruction—																								
1. Training School examination for masters.	Upper	...	...	20	17	37	...	34	15	2	51	...	4	2	...	6	...	1	...	...	5			
	Lower	...	2	3	1	6	18	4	1	...	23	5	1	...	...	6	...	...	...	...	6			
2. Training School examination for mistresses.	Upper	...	...	...	4	4	...	...	4	...	4	...	...	...	...	...	...	...	...	...	...			
	Lower	...	2	1	...	3	20	1	...	...	21	2	...	...	...	2	...	2	...	...	...			
3. School of Arts examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
4. Medical examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
5. Examination in Engineering and Surveying.			24	33	162	219	377	72	118	75	642	150	10	19	36	205	1	9	...	4	191			
6. Industrial School examination ...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
7. Veterinary examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			

GENERAL TABLE NO. VII.—*Return showing the Distribution of Local* *year*

Object of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.																	
	In institutions managed by local fund boards.													*In institutions managed by*				
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal boards.	Private persons or associations.	Total local fund expenditure on public institutions.	Number of institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges.																
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
SCHOOL EDUCATION, GENERAL. For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,237	4,237	...
SCHOOL EDUCATION, GENERAL. For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,237	4,237	16
Primary Schools.																
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	97,100	97,100	6
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	1,407	1,407	1
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	98,507	98,507	7
Schools for Special Instruction.																
SCHOOL EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	105	...	105	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	105	...	105	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32,381	...
Scholarships held in— Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,490	...
Scholarships held in— Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	87	...
Scholarships held in— Special schools other than training schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	35,898	...
GRAND TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	...	105	1,02,744	1,38,747	26

Fund and Municipal Expenditure on Public Instruction in Lower Burma for the official 1889-90.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

In institutions managed by municipal boards.										*In institutions managed by*			Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks.
Number of schools on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local fund	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local fund boards.	Private persons or associations.			
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...			...	...	...	...	...	...	...	...	
...	...	...	...	...			...	...	...	...	...	...	...	...	
...	...	...	...	...			...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
689	753	624	...	25,850	...	12,238	...	...	38,088	...	...	6,716	32,566	32,566	
1,345	1,335	1,112	...	48,704	...	13,180	...	78	62,002	...	...	6,961	57,755	57,755	
...	...	...	...	..	...	...	...	...	...	...	...	7,444	7,444	11,681	
...	...	...	...	...	...	...	...	...	...	...	...	3,707	3,707	3,707	
156	140	101	...	5,123	...	1,227	...	...	6,350	...	...	2,188	7,311	7,311	
...	...	...	...	...	...	...	...	...	...	...	...	575	575	575	
2,190	2,228	1,837	...	79,767	...	26,595	...	78	1,06,440	...	...	29,591	1,09,358	1,13,595	
306	309	253	...	8,512	...	1,851	...	...	10,363	...	...	48,387	56,699	1,53,999	
56	53	46	...	2,378	...	91	...	...	2,469	...	...	3,236	5,614	7,021	
362	362	299	...	10,890	...	1,942	...	...	12,832	...	...	51,623	62,513	1,61,020	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...		...	...	...	...	...	...	
60	54	43	...	1,533	...	197	...	...	1,730	...	...	...	1,533	1,533	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
60	54	43	...	1,533	...	197	...	...	1,730	...	...	...	1,533	1,533	
...	...	...	708	7,257	...	...	...	...	7,965	...	...	...	7,257	7,362	
...	...	...	...	650	...	...	...	...	650	...	...	...	650	650	
...	...	...	708	7,907	...	...	...	...	8,615	...	...	...	7,907	8,012	
...	...	...	...	...	...	...	...	...	...	...	...	...	11,887	44,268	
...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	9,928	12,956	
...	...	...	...	...	...	...	...	...	...	...	...	...	2,754	2,841	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	14,786	14,786	
...	...	...	...	...	...	...	...	...	...	...	...	...	38,055	74,853	
2,612	2,644	2,179	708	1,00,097	...	28,734	...	78	1,29,617	...	...	81,214	2,20,266	3,59,013	

Return showing the Classification of Pupils attending Public Institutions in Lower Burma on the 31st March 1890 according to Religion.

	Class of institution.	Total of public institutions.	Number of scholars on 31st March 1890.	Classification of scholars on 31st March according to religion.					Remarks.
				Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
	1	2	3	4	5	6	7	8	9
	Arts Colleges.								
University Education.	English	1	23	9	1	...	12	1	
	Oriental	...	...	...	...	...	...	...	
	Colleges or Departments of Colleges for Professional Training.								
	Law	...	...	...	...	...	...	...	
	Medical	...	...	...	...	...	...	...	
	Engineering	...	...	...	...	...	...	...	
	Total ...	1	23	9	1	...	12	1	
	Secondary Schools.								
School Education, General.	For boys ... English	40	6,683	1,906	401	601	3,752	43	
	For boys ... Vernacular	20	1,348	73	35	1	1,233	6	
	For girls ... English	12	1,131	875	2	3	238	13	
	For girls ... Vernacular	2	161	110	9	...	42	...	
	Total ...	74	9,523	3,064	537	605	5,265	62	
	Primary Schools.								
	For boys	2,954	81,804	8,443	936	51	72,303	71	
	For girls	53	2,182	427	78	5	1,669	3	
	Total ...	3,007	83,986	8,870	1,014	56	73,972	74	
	Schools for Special Instruction.								
School Education, Special.	Training schools for masters	2	38	1	11	...	26	..	
	Training schools for mistresses ...	2	36	33	...	...	3	...	
	Schools of Arts	...	...	...	...	...	...	...	
	Law schools	...	...	...	...	...	...	...	
	Medical schools	...	...	...	...	...	...	...	
	Engineering and Survey schools ...	12	371	57	7	...	305	2	
	Industrial schools	1	27	20	1	...	6	...	
	Other schools	...	...	...	...	...	...	...	
	Total ...	17	472	111	19	...	340	2	
	Total of Colleges and Schools of Public Instruction.	3,009	94,004	12,044	1,571	661	79,589	139	

G. B. C. P. O.—No. 1807, S., 7-8-90—580.